DOCUMENT RESUME

ED 116 836 32 RC 008 905

AUTHOR Oliver, Barbara, Ed.
TITLE 1975 Migrant Education. [North Carolina] State Evaluation Report.
INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE Oct 75
NOTE 76p.; For related document, see ED 097 166

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Academic Achievement; Interagency Cooperation; Interstate Programs; *Migrant Child Education; Mobile Educational Services; *Program Evaluation; *State Programs; *Summer Programs; *Supplementary Education
IDENTIFIERS *North Carolina

ABSTRACT

During the 1974-75 school year, the North Carolina migrant program's priorities were program continuity; regular school term and summer programs for interstate and intrastate migrant children; staff development activities; Migrant Student Record Transfer System; migrant education program support team; and mobile vocational instructional program. These priorities were met through the implementation of approximately 60 projects, administered indirectly through 29 local education agencies. During the year, 9,685 migrant children were served. Emphasis of regular school term projects was to supplement and strengthen existing instructional programs offered through State, local and other Federal funding sources. Summer programs focused more directly on the interstate migrants' needs and provided a full range of instructional and supportive services. All projects used some type of achievement measurement to document attainment of major project objectives. Overall, test results reflect the program emphasis. After reading and processing all available information from project evaluations, test data, and monitoring reports, this 1975 evaluation report was prepared. All available information indicated that the North Carolina Migrant Education Program was adequately meeting the legislative requirements and the national program objectives. (NQ)

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ED116836

Migrant Education

1975 STATE EVALUATION REPORT

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PREFACE

This is the second year during which the evaluation of local migrant education projects has been a major responsibility of the local project director. In the past, much of this responsibility has been assumed by the state migrant program staff, and the compilation of the state's annual evaluation report was accomplished cooperatively between the state migrant office and the Division of Research, State Department of Public Instruction.

As more responsibility for evaluating local migrant education projects has been shifted to the local project director, the state migrant education office has assumed more responsibility for compiling the State Annual Evaluation Report and the Division of Research has relinquished any role it had in the past. The net result of these changes in procedure has been for the local projects to be evaluated by the local project director and the State migrant office to compile this annual report on the evaluation of the state program.

Information in this report relates to the 1974-75 school term projects and the 1975 summer projects. This information has been consolidated into one report in order to meet the federal requirements of an annual evaluation report. Every effort has been made to include all essential information while at the same time adhering to the commitment to restrict the size of the report to that which is necessary to meet the federal requirements and contribute to the improvement of future migrant education programs.

The contributions of Arch Manning and Dan Pratt are acknowledged with appreciation. It was only through their knowledge of local project activities and their efforts in the reading and analyzing the local project evaluation reports that determinations could be made relating to the effectiveness of local migrant projects, the degree to which the local projects met their objectives, and the exemplary and noteworthy components of the local projects.

Gratitude is also expressed to Barbara Oliver for her assistance in editing the manuscript and to Ellie Wren and Jewell Jeffreys for their work in typing and binding the publication.

Y. A. Taylor
October, 1975

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PROGRAM CRITIQUE

The priorities, in rank order, of the state migrant education program are:

1. Program continuity
2. Summer programs for interstate and intrastate migrant children
3. Regular school term programs for interstate and intrastate migrant children
4. Staff development activities
5. Migrant Student Record Transfer System
6. Migrant Education Program Support Team
7. Mobile vocational instructional programs

These priorities are met through the implementation of approximately 60 projects which are administered indirectly through local education agencies. During the entire process related to delivering services to the migrant children, the state migrant office provides assistance and consultation. The major steps in providing educational services to the migrant children include identification, recruitment, project development, project operation and project evaluation.

In addition to instructional services provided indirectly through the local education agency, the state migrant office provides direct services to the migrant children through a mobile vocational program of instruction in automotive engine tune-up and small engine repairs, and a program support team which works closely with the local migrant project staff to assist them in delivering needed services to the migrant children.

Program continuity ranks highest among the priorities in the North Carolina migrant education program. This priority was met through various strategies which included several efforts to coordinate the program in North Carolina with those in other states. The state was represented at the East Coast Regional Workshop at which 21 east coast states cooperated in the development of objectives and strategies to deliver some degree of continuum to the migrant child's instructional program.

Another effort to meet the interstate need for program continuity was the cooperation with the Florida Migrant Child Program. Fourteen selected teachers from the Florida migrant program assisted in the training of teachers and setting up instructional programs in the local education agencies in North Carolina. Other examples of interstate cooperation which have a bearing on the continuity of programs for interstate migrants can be cited as a result of the participation of the State in a Section 505 project and the participation of the State Coordinator in national and regional conferences on migrant education.

Projects conducted during the summer for interstate and intrastate migrants have the second priority in the North Carolina migrant education program. During 1975 twenty-seven (27) LEAs offered services to these students. These projects had the following advantages over the regular school term projects: more adequate school facilities; better trained instructors; more available equipment and materials; more flexibility of scheduling, fewer curriculum restrictions; more positive community support, and more coordination with community agencies.

Regular school term projects are the third priority of the state migrant programs. More than 5,000 migrant students were served in 28 LEAs during the 1974-75 school year. These students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all regular term projects. Each 1975 project used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remedial reading. Where well established Title I reading projects also served the migrant students, mathematics was a frequent offering. On the basis of needs assessment, four projects provided instruction in social science, and one project included natural science in its offerings.

All of the local project evaluation reports indicated the successful attainment of a majority of their objectives (see Tables IX and X). This determination was based upon a large number of instruments which were used to document progress. Monitoring reports, achievement test scores, news releases, minutes of meetings, schedules of staff activities, and other instruments were all used to document the attainment of the project objectives.

Each local project used test results and other forms of documentation in determining the degree to which each project objective was met. Analysis of test results indicates an increase in reading achievement as compared to reported gains in previous years. Mathematics gains did not reach the levels reported in 1974. It is apparent that much emphasis was placed on recruitment and enrollment of children in migrant education projects during 1973-74. There was an increase in the number of children served during both the regular school term and the summer term. This increase in enrollment was due in part to the new regulations which allow the unlimited enrollment of eligible formerly migratory children for statistical purposes. Other factors bearing upon the increase in enrollment was the initiation of two new projects during the year. The total enrollment figures would have been even higher if several counties with concentrations of migrant children had not declined to provide special services and projects for them.

During the regular school term some of the instruction was provided within the regular classroom. In most instances, however, the migrant teacher or tutor worked with individuals or small groups of students in areas set aside for this purpose. There was quite a range in the quality of the facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable instructional space was the most common weakness reported in the program. Occasionally the time required for the tutor to travel between schools was reported as a weakness.

Other problems cited as deterrents to successful programs were the lack of trained personnel to work in the project, the lack of parental interest and involvement in the educational program for the children, and the laxity observed in following the procedures and requirements of the Migrant Student Record Transfer System.

Some clerks had a tendency to accumulate a large number of student records before transmitting them to the terminal operators. Some records were transmitted with careless errors and incomplete update information on academic and supportive services received by the children.

Factors most often mentioned as project strengths were favorable teacher-pupil ratios, individualized instruction, and the cooperation of other agencies in providing for the supportive needs of the migrant families.

The staff development activities sponsored by the state migrant office were a significant factor in the success of the local projects. During the regular school term, workshops were sponsored to increase the amount of parent participation in the project activities and to improve the competencies of the teachers and tutors in the area of mathematics. The summer staff development efforts concentrated on the elementary school reading program and the organization and curriculum of the secondary school projects. Other staff development activities sponsored by the state migrant office included sessions for all program personnel in the procedures of the Migrant Student Record Transfer System.

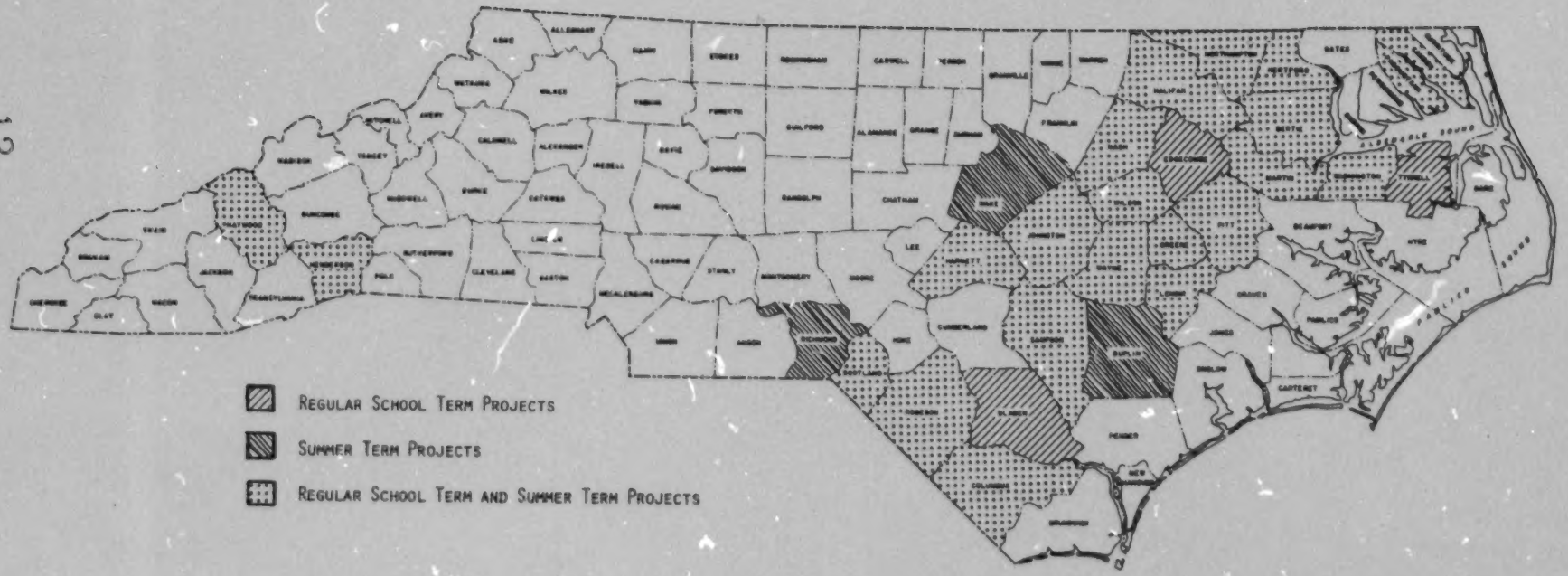
In addition to the State sponsored workshops, each LEA project included some locally planned in-service education for their staff. The end result of these staff development activities has been the improvement of the local projects and better services to the migrant children who have been enrolled in the program.

The cooperation between the State migrant office and the LEAs is one of the strong points of the program. The services provided through the migrant consultants has resulted in a strong bond between the SEA and the LEAs and an outstanding rapport with local project administrators and school officials. This understanding and cooperation has made it possible to bring about necessary changes in local project designs with a minimum amount of confusion and frustration.

Another example of cooperation between the state migrant office and the LEA is through the use of cassette recordings of the highlights of the local evaluation report. The local staff has an opportunity to respond to the comments made in the evaluation report and file these comments with the state office. This open line of communication and feedback system helps to strengthen the relationships between the SEA and LEA.

One of the most significant accomplishments of the State program was the development of a program of cooperation with other agencies to provide supporting services to the migrant education program. Through this cooperation the Migrant and Seasonal Farm Workers Association provided a limited number of teachers, tutors and home-school liaison personnel to work in the migrant education programs.

FIGURE I
LOCATION OF MIGRANT EDUCATION PROJECTS
IN
NORTH CAROLINA



CHAPTER I

INTRODUCTION

North Carolina's agricultural economy is dependent in part upon migrant and seasonal farmworkers. These families and individuals move from crop to crop and farm to farm in order to find employment in the harvest of agricultural products. Those who move from county to county within the state are intrastate migrants and those who follow the crop harvests across state lines, often moving long distances up or down the Atlantic coast, are interstate migrants. The latter generally move north in the spring and summer; then they work their way back to their "home-base" in the fall and winter.

Farming is North Carolina's greatest industry. The state ranks first in the nation in the production of tobacco and sweet potatoes, second in peanuts, third in turkeys, fourth in eggs and broilers, eighth in apples, ninth in corn and tenth in soybeans. It ranks tenth in gross farm income and ninth in the export of agricultural products. Farmland covers nearly half the State, providing $1.76 billion in income to the State's economy; and the sale of crops accounts for more than half the State's farm income. This indicates how important the migrant's job is. Without him, the growers could not survive.

During the 1974-75 school term there were substantial numbers of interstate migrants in Bertie, Columbus, Duplin, Halifax, Harnett, Haywood, Henderson, Hertford, Johnston, Nash, Northampton, Sampson, Washington and Wilson counties and in the Goldsboro City district. Interstate migrants enrolled in fewer numbers in other LEAs within the state. Home-bases of these interstate migrants were North Carolina, Florida, New York, Virginia, South Carolina, Maryland, New Jersey, District of Columbia, Texas, Pennsylvania, California, Connecticut, Georgia, Massachusetts, Delaware, Indiana, Illinois, Michigan, Wisconsin, Alabama, Arkansas, Louisiana, Kentucky, Mississippi, New Hampshire and Ohio. (See Figure II).

During the summer of 1975 there were concentrations of intrastate migrants in Bertie, Columbus, Halifax, Harnett, Northampton, Pasquotank, Robeson and Wake counties. Home-bases for the interstate migrants who worked in North Carolina included Alabama, California, Colorado, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, District of Columbia and Wisconsin. The greatest numbers of these interstate migrants came to North Carolina from Florida, Mississippi, South Carolina and Virginia. (See Figure III).

Since the movement of migrant families causes the education of the children in those families to be interrupted, the Federal government enacted legislation to assist in providing compensatory educational programs especially for migrant children. Funds were appropriated "to establish programs and projects which are designed to meet the special educational needs of migratory children of

TABLE I
NORTH CAROLINA'S 1975 MIGRANT EDUCATION PROGRAM

LEAs with Migrant Education Projects	Regular Term Only	Summer Term Only	Regular and Summer Terms
Bertie County			X
Bladen County	X		
Camden County			X
Columbus County			X
Duplin County		X	
Edgecombe County	X		
Goldsboro City	X		
Greene County			X
Halifax County			X
Harnett County			X
Haywood County			X
Henderson County			X
Hertford County			X
Johnston County			X
Lenoir County			X
Martin County			X
Maxton City			X
Nash County			X
Northampton County			X
Pasquotank County			X
Pitt County			X
Red Springs City			X
Richmond County		X	
Robeson County			X
Saint Pauls City	X		
Sampson County			X
Scotland County			X
Wake County		X	
Tyrrell County	X		
Washington County			X
Wayne County		X	
Wilson County			X

migratory agricultural workers and to coordinate these programs and projects with similar programs in other states." In its efforts to carry out this legislative mandate, the State Migrant Education Section has adopted objectives, established priorities, and developed administrative guidelines to assist the local education agencies in providing services to eligible migrant children.

A part of the effort to serve migrant children in North Carolina is the cooperation of the State Education Agency with other agencies which have responsibilities for serving migrants. The Migrant Education Section is represented on the State Advisory Committee on Services to Migrants. This organization meets six times a year for the purpose of sharing information and planning effective cooperative activities within the respective role of each member agency in order to meet more effectively the needs of the migrant families who come to North Carolina to harvest our crops. One of the migrant program consultants in the LEA serves as chairman of this interagency committee.

The number of persons employed in farm work and the need for interstate farm labor have decreased over the past several years. Statistics from the U. S. Department of Labor and Agriculture graphically point out this trend which has been brought about in part by the low average annual wages received for seasonal farm work and in part by the increased mechanization of farming operations.

NATIONAL PROGRAM GOALS

Goals for the national program have been developed. These are the foundation for the total operation of the migrant education activities. State objectives are developed with these goals in mind and local project activities lend their support to them. The national program goals are to:

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, mathematics, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for supporting the State objectives, which are as follows:

1. To assist in the identification and enrollment of migrant children and youths in the migrant education projects.

2. To assist in the development of programs of instruction in the academic disciplines according to the assessed needs of migrant children.

3. To promote activities designed to advance the migrant child's social growth and group interaction skills.

4. To provide for a program of supporting services in the areas of medical, dental, nutritional, and social services for migrant children.

5. To provide technical and consultant services in the planning, operation, and evaluation of local migrant projects.

6. To provide for the extension of total services to migrants through interagency cooperation and coordination.

7. To provide supplementary programs of instruction to improve the occupational skills of migrant youths.

8. To promote the active involvement of migrant parent advisory councils in the local migrant education projects.

9. To cooperate in the interstate exchange of student records through the Migrant Student Record Transfer System.

10. To provide opportunities for improving staff competencies in the use of innovative and effective teaching techniques through preservice and in-service education.

11. To promote interstate cooperation and program continuity for migrant children.

12. To provide opportunities for supporting personnel to improve their competencies through appropriate training.

13. To evaluate local projects on the basis of objective and subjective data on the academic and social progress of migrant children.

14. To promote fiscal management procedures commensurate with legislative requirements and program guidelines.

15. To provide for appropriate dissemination of program information.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are as follows (listed in descending order):

1. Program continuity
2. Summer programs for interstate and intrastate migrants
3. Regular school term programs for interstate and intrastate migrants
4. Staff development activities
5. Migrant Student Record Transfer System
6. Program support team
7. Mobile vocational instructional program

For purposes of this report the migratory children are classified as interstate, intrastate and formerly migratory. These categories of migratory children are defined as follows:

INTERSTATE MIGRANT - A child who has moved with a parent or guardian within the past year across state boundries in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

INTRASTATE MIGRANT - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that the parent, guardian or other member of his immediate family might secure temporary or seasonal employment in an agricultural or fishing activity.

FORMERLY MIGRATORY - A child who has been an interstate or intrastate migrant as defined above but who, along with his parents or guardian, has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is provided.

Identification and recruitment of students for migrant education projects is extremely important. Adequate time for travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases it is the responsibility of the LEA to use any or all of the other resources available to recruit and enroll the eligible migrant children. Since there are no guarantees that excellent recruitment efforts will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Prior to the beginning of the 1974-75 school term and again before the beginning of the 1975 summer migrant projects, State migrant education consultants and the local education agencies having or expecting an influx of migrant children made a survey within the LEAs and gathered data from available sources in the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local units.

The project activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs, and availability of personnel to conduct a successful project. Objectives for each project were developed so that some measure of the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not being fully met.

Summer projects for migrant children were generally the only school programs in operation during the summer months. Accordingly, they could focus directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

STATE PROGRAM MANAGEMENT

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office was generally accomplished within three days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplement the State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. Vocational training and exposure to career information formed the core of summer school offerings for migrant students of secondary school age.

During the operation of the projects by the local school officials, a consultant from the State Migrant Education Section with assigned responsibilities made periodic monitoring visits to the LEA. For summer term projects there was a minimum of two monitoring visits in each project, and each regular school term project was monitored at least three times. The purpose of the monitoring visits was to check on the effectiveness of recruiting efforts, review administrative requirements and procedures, evaluate the instructional program, and encourage the use of all available resources in providing for the needs of the migrant children.

During the 1974-75 school year, migrant education projects were conducted in thirty-two (32) local school administrative units (See Table I). Of these, five did not operate summer migrant education projects for various reasons: insufficient concentration of migrants in the area during the summer, lack of available qualified staff, etc. Three LEAs which did not have a project during the regular school term did operate one during the summer harvest season.

In 1975, the joint LEA-SEA surveys resulted in the establishment of two new projects. Some of the areas showed no concentration of migrant families, in others there were strong indications that significant numbers of migrants were or would be in the area. In some instances, the State Migrant Education Office was unable to prevail upon the local school officials to establish a program to serve the eligible children. Figure I indicates the effectiveness of the surveys in identifying presence of migrant children and establishing projects to serve them.

NEW PROJECTS

Two new projects were developed in North Carolina this year. Following LEA-SEA surveys, projects were planned and initiated in Richmond and Scotland counties. Both of these projects enrolled elementary school children.

One new activity in the state program operations is the Program Support Team. The Program Support Team is a group of professional persons who are skilled in areas that are of special concern to local education agencies with high concentrations of migrant children. These areas of concern include assessment of migrant children's needs, continuity of instructional programming, transmission of useful information, delivery of human services, and staff development.

The team is the result of joint planning by the Migrant Education Section, the Division of Development of the Department of Public Instruction and consultants from the School of Education, University of North Carolina, Chapel Hill. According to a cooperative agreement with a school system, it works on a daily basis with administrators, teachers, and students to find better ways of serving migrant children. Each of the specialists on the team works closely with appropriate local staff members to design workable procedures for meeting the needs of migrant children.

STAFF DEVELOPMENT ACTIVITIES

The state of North Carolina was represented at the East Coast Regional Workshop in Orlando, Florida in March, 1975. Individuals at this workshop participated in the development of an interstate plan designed to provide interstate continuity in the educational program of migratory children.

One of the staff development efforts undertaken by the State migrant office was the upgrading of teaching skills in mathematics. Two workshops were conducted by mathematics specialists from the State Department of Public Instruction. A total of eighty-seven (87) teachers and aides attended these workshops which were conducted in Goldsboro and Williamston.

Evaluation of these workshops indicated that ideas presented at the workshops were new to 76% of the workshop participants. Only 22% of the workshop participants indicated that they were already using techniques introduced at the workshop and 80% indicated that the techniques could be used or adapted for use in their classrooms.

When asked to rate the overall effectiveness of the workshops on a scale from one (1) to ten (10) where a rating of one (1) indicated "Poor" and ten (10) indicated "Excellent," the scores assigned by the participants ranged from three (3) to ten (10) with the mean rating of 9.33.

From an analysis of indicated program needs, the State migrant office developed a staff improvement program in the area of parent involvement. This system was built around positive feedback and parent contacts initiated by the teacher. Sixty-five (65) teachers and aides involved in the workshops at the beginning of the school term completed questionnaires related to frequency of parent and teacher initiated contacts. Fifty-six (56) of these individuals completed similar questionnaires near the end of the school term which indicated a significant increase in the number of teacher initiated contacts with the parents of the migratory children. Of greater importance, however, is

the fact that parent initiated contacts per month (phone calls, written communications and school visits) doubled following the parent involvement workshops.

The staff development activity which affected the greatest number of migrant staff members in North Carolina was the three-day workshop conducted at Hobbton Elementary School, Newton Grove,N.C. Approximately 170 professional and para-professional migrant project staff members representing 28 LEAs attended. The workshop emphasized the use of innovative and effective teaching techniques in the area of reading and oral language and the requirements of the migrant student record transfer system. Visiting teachers from Florida served as consultants, working with the migrant children enrolled in the program and following up this service in the LEAs after the end of the workshop.

A staff development workshop for secondary school teachers was conducted at Goldsboro. Approximately 60 migrant project staff personnel participated in this workshop which emphasized successful practices and techniques from selected local projects within the state. A representative from Florida's Earn and Learn program also described that portion of the Florida Migrant Child Program.

The elementary staff development workshop was planned so that reading teachers were involved with migrant children in classroom situations during a part of the day. They demonstrated assessment and teaching techniques during this period of time. Following the demonstration lesson there was a follow-up period during which the demonstration teacher served as a resource and interacted with the workshop participants.

Following the three-day workshop the resource teachers, who had been selected from the Florida Migrant Child Program for their expertise in reading, were assigned to local migrant projects in North Carolina where they assisted the local project directors in setting up the instructional program.

Each phase of the staff development effort was evaluated separately. The workshop participants scored the effectiveness of the workshop considerably lower than previous reading workshops sponsored by the State migrant office. Table II provides a summary of the responses of the workshop participants relative to the degree to which each workshop objective was met. The overall effectiveness of the workshop was judged all the way from one to ten on a point scale where one (1) represents "Poor" and ten (10) represents "Excellent." The mean score achieved in this rating was 6.63, a score which falls between "Fair" and "Good."

The main criticisms of the workshop related to the fact that the same consultant directed the same workshop activities that had been used several times previously. Participants made such comments as follows: "After attending the conventions for the past three years, I find that some of the ideas have been repeated over and over. It's time to discuss new materials." There were no new teaching methods or ideas presented this year as in the past." "I got these handouts last year." "He even used the same transparencies."

TABLE II

ATTAINMENT OF SUMMER ELEMENTARY STAFF DEVELOPMENT WORKSHOP OBJECTIVES

Topic ob Objective	Degree of Attainment*			
	Not Met	Slight Extent	Moderate Extent	Fully Met
Demonstration Teaching of Basic Skills	1%	5%	34%	60%
Observe Individual Testing	9%	10%	21%	60%
Classroom Management	5%	18%	48%	29%
Small Group Interaction	2%	7%	36%	55%
Bilingual-Bicultural Instruction	6%	25%	42%	27%
Migrant Student Record Transfer System	2%	12%	42%	44%
Educational Needs in Reading, Math, Physical Education, Cultural Arts and Science	4%	40%	46%	10%

*Based upon the evaluation by workshop participants.

Following the period of service at the local project level in the state, LEA personnel were asked to evaluate the effectiveness of the follow-up consultant services rendered by the visiting teachers from the Florida Migrant Child Program. Analysis of the effectiveness of the visiting teacher follow-up services seems to indicate that although the staff development project was beneficial to the local projects in North Carolina, it was largely a repeat of the previous year's efforts.

The mean overall effectiveness of the staff development effort, including the follow-up consultant services by the visiting teachers, was 6.0 on a scale from one (1) to ten (10) where one (1) represents "No Benefit" and ten (10) represents "Great Benefit." Only 22 (56%) of 39 respondents answered affirmatively to the question, "---would you hire the visiting teacher who worked in your unit this summer?"

Because of the changes which were made in the Migrant Student Record Transfer System during the school year, it became necessary for the three state migrant consultants to provide extensive training of LEA personnel in the new requirements and procedures. Each consultant scheduled an appointment with the project personnel in each LEA for which he had responsibility; he spent one day with them in a workshop situation teaching them the new system. As a result of this instruction the terminal operators had fewer errors in the transactions received from the school clerks.

In addition to the staff development workshops sponsored by the State migrant office, the program specialist with the Program Support Team planned and carried out activities in Halifax County which were designed to improve the effectiveness of the instructional staff. One of these activities was a workshop devoted to evaluation and selection of instructional materials. The evaluation of this workshop produced a very positive response by the 35 workshop participants.

Ninety-five percent (33 out of 35) of the workshop participants indicated that the materials and information presented at the workshop were adequate for local school staffs to develop a materials evaluation instrument for use in their local school. On a 10 point scale where one (1) represents "Poor" and ten (10) represents "Excellent," the overall effectiveness of the workshop was rated at 7.1, a rating which falls between "Good" and "Excellent."

The other staff development effort organized by the program specialists emphasized individual diagnosis and prescription in reading. Twenty-one school personnel participated in this workshop and 18 completed evaluation questionnaires at the completion of the instructional activities. Even though the evaluation pointed out the weakness in the workshop of insufficient time for actual participation in the administration and scoring of assessment instruments, there was a general overall rating of "above average" for the workshop as a whole.

The attention given to program management, the local surveys to identify areas having concentrations of migrant children, the monitoring of the local projects, the extensive efforts to upgrade the competencies of the local project staffs, and the other activities of the state migrant office have resulted in the most effective migrant education program ever to be conducted in North Carolina.

CHAPTER II

METHODS AND PROCEDURES

For several years the evaluation of the North Carolina Migrant Education Program and its individual projects was done cooperatively by the LEA personnel and the state office. The LEA supplied the information and the state office prepared both the individual project reports (approximately 30) and the evaluation report on the total North Carolina migrant education program. Each year involvement of the local project personnel has increased. For Fiscal Years 1974-1975, the primary responsibility for evaluating the local migrant projects rested with the local project directors. These local project evaluation reports were based upon the project objectives and the evaluation design approved in the local project application. The state migrant education section was responsible for evaluating the overall state program.

Although procedures have been subject to annual change, the goals of the evaluations conducted by the migrant education section have remained constant. The first goal has always been to use evaluation procedures and findings to stimulate improvement in the educational offerings for the migrant children and youth who visit North Carolina. The second goal has been to collect and process all information necessary to fulfill federal and state evaluation requirements. The third goal is to provide information and support for state monitoring of operational projects.

In previous years a significant number of local project personnel were used to assist in the evaluation of a project other than their own. Although this intervisitation among the projects provided some information which could be used in the evaluation report, its greatest benefits were in the staff development area and in the exchange of program information. Therefore, this practice of intervisitation as an evaluation tool was discontinued in 1975.

Although the total evaluation process is planned to support the first goal of evaluation, the delay in preparation and printing of the final report precludes immediate use of this information. On-site conferences provide immediate feedback and the final report, especially the recommendations, are valuable in planning subsequent programs.

The LEA project director has ultimate responsibility for the collection of much of the evaluation data which is required in order to satisfy regulations and guidelines. Consequently, each director is responsible for the accurate completion of forms concerning enrollment, migrant student record transfer system information, test data, and an annual project evaluation. This information is submitted to the state migrant education office where information is summarized and data is analyzed. Copies of the local evaluation reports, along with appropriate documentation, are bound and submitted to the U. S. Office along with the annual evaluation report which is prepared by the State migrant education section.

Since there is some delay in the production of the annual evaluation report, and since fewer than 1% of the North Carolina project staff members work in the migrant program on a year-round basis, a dissemination technique was needed so that all staff members would have the opportunity to become aware of results of the project evaluation without an extended delay. Since 1972, this need has been satisfied through the use of cassette tape recorders. A tape containing the highlights of the project evaluation is mailed to the director or LEA contact person who then assembles those members of the migrant staff currently employed in the LEA to listen as a group to the tape, and to record their own reactions to the evaluation report. This procedure aids in dissemination of information and provides feedback to the state office.

CURRENT EVALUATION PROCEDURES

As evaluation procedures are planned each year, a number of reporting forms are revised. In 1975, project applications underwent minor revisions while the LEA annual evaluation format was unchanged. The suggested form for the transmittal of test results was revised. These revisions were precipitated by procedural changes. Prior to beginning evaluation planning, a set of state program objectives was developed. This set of objectives (see Chapter I) supports the national goals of migrant education while specifically reflecting North Carolina emphases. The consultants who assisted LEA personnel with proposal preparation emphasized two standards for LEA objectives this year: (1) local project objectives should be supportive of the state objectives; (2) they should be measurable by an objective instrument or a recognized subjective technique.

The requirement of having the local project report prepared by the local project director was continued. There was a minor change made in the review of the local evaluation reports, however. Each state consultant reviewed each of the local project evaluations from the LEAs in which he worked during the operation of the project. From available information contained in the evaluation report, monitoring reports, test data and other forms of documentation, the consultant made a judgement of the degree to which each local project objective had been met. This judgement was compared to the report submitted by the local project director and any discrepancies between the two were noted.

For the summer project evaluation, the state continued to conduct two full-day on-site visits to each project during the peak operational periods. The visits were conducted by the state consultants, and findings made during the visits were shared with the project staff.

The emphasis on staff development and consultant services by selected migrant staff personnel from the Florida Migrant Child Program required additional procedures. The effectiveness of these activities was determined by the use of pre-post administration of an instrument to determine changes in actual project practices and questionnaires which were designed to give a subjective evaluation of the effectiveness of the staff development effort.

This state report was prepared after reading and processing all available information. Among the most significant sources were project evaluations, test data, and monitoring reports. As in previous evaluations, the basic comparison used here is the comparison of program (and project) outcomes with the objectives approved in the project applications.

CHAPTER III

FINDINGS

CHILDREN SERVED

During the 1974-75 school year migrant education projects were operated in 29 local education agencies. These projects enrolled 1,495 interstate migrants, 2,012 intrastate migrants, 1,060 formerly migratory students, and 784 others for which the classification was not indicated.

Twenty-seven local education agencies operated migrant education projects during the summer of 1975. Enrollment in these programs included 1,636 interstate migrants, 1,439 intrastate migrants, 998 formerly migratory students and 261 others for which the classification was not indicated.

Of the 9,685 children served under this program during the 1975 fiscal year, 3,131 were interstate migrants, 3,461 were intrastate migrants and 2,058 were formerly migratory. Enrollment figures indicate that larger numbers of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments were higher during the summer tobacco season. Although no statistics were maintained on enrollment by ethnic groups, a survey of the enrollments in the LEAs indicates that approximately 79% of the migrant children served were black, 7% were American Indians, 6% were white and 8% were Spanish-speaking Americans. None of these children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

Grade placement in summer secondary projects was no problem since the activities were entirely ungraded. Students from ages 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion.

During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement; instruction within each group was based upon age, remedial needs, physical development and peer associations.

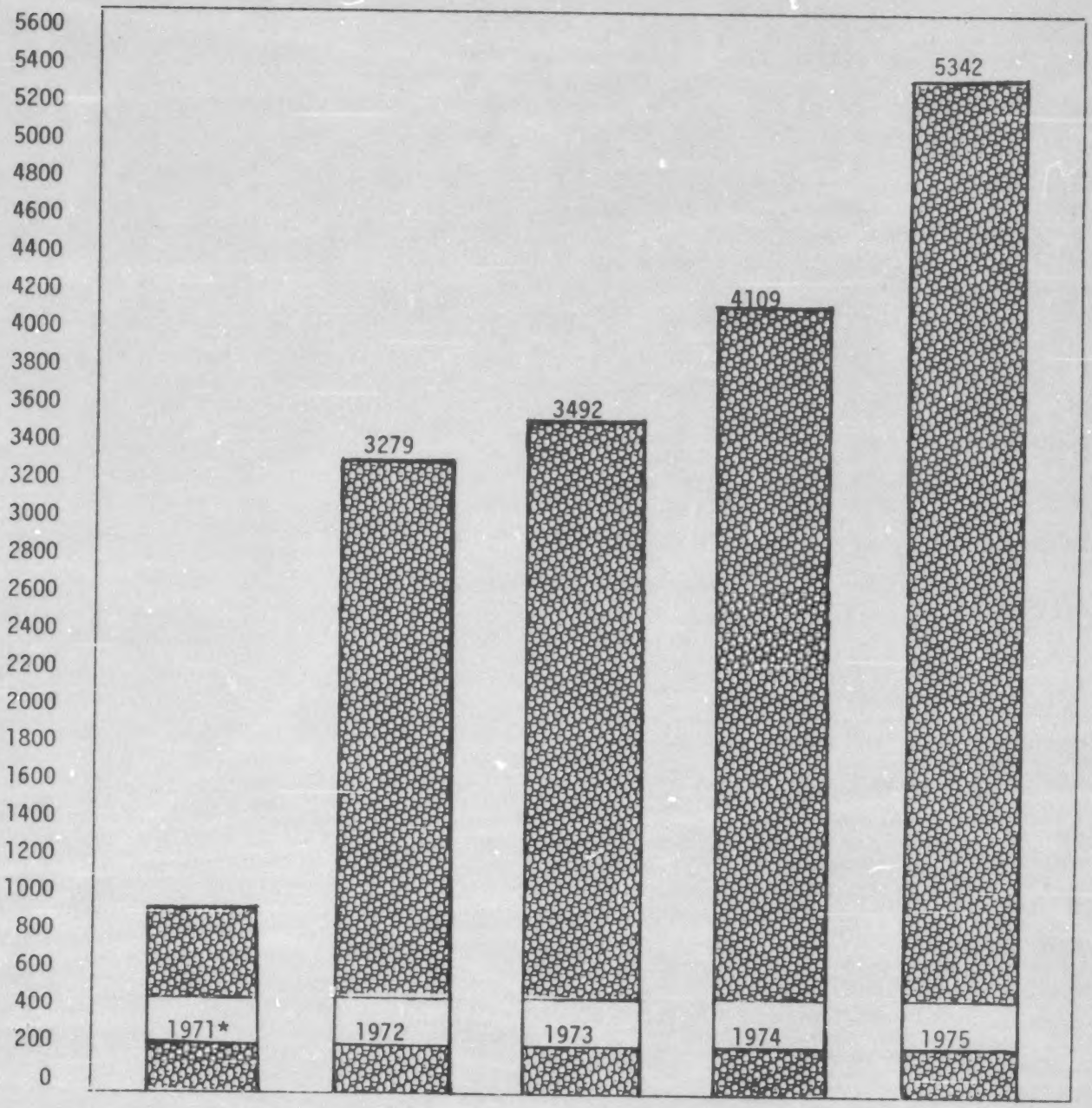
INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs

FIGURE II

REGULAR SCHOOL TERM MIGRANT ENROLLMENTS

1971-1975

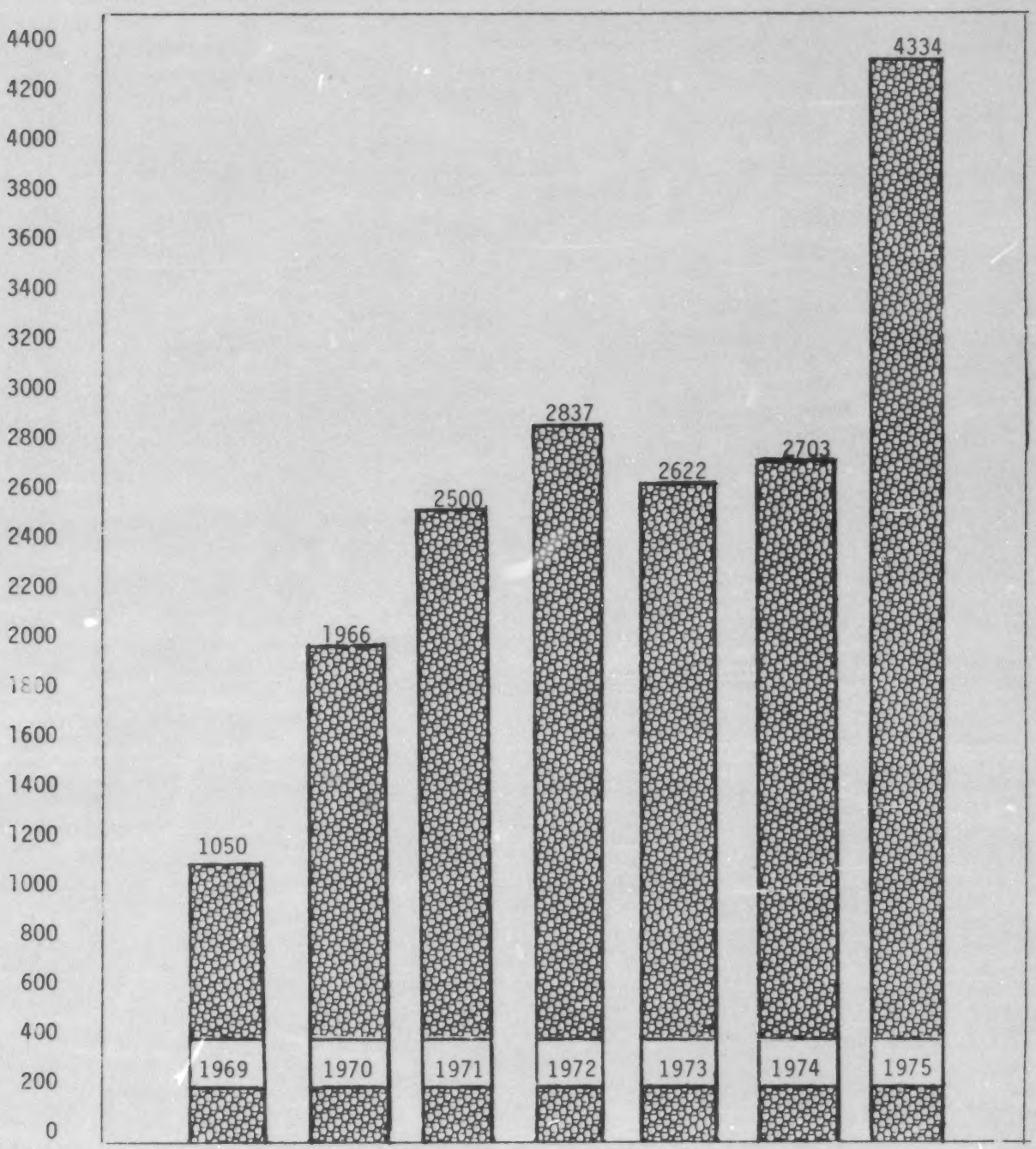


*Estimated from LEA Data

FIGURE III

NORTH CAROLINA SUMMER TERM MIGRANT PROGRAM ENROLLMENTS

1969 - 1975



primarily served elementary school children, there were two secondary school programs primarily directed to meeting the needs of interstate and intrastate migrant youth who are home-based in North Carolina.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supportive services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed by their local projects to work with the migrant children on an individual basis. In each case the classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

As far as possible, the summer elementary and secondary projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school projects concentrated in the area of prevocational and occupational instruction, while the primary emphasis in the elementary school was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. Because of the scattered migrant housing in Robeson County and the responsibility of some of the migrant children, particularly those in the middle and upper grades, for contributing to the family income, it appeared feasible to employ tutors who could provide instructional services in the homes of the migrants on a scheduled basis. This left the children free a large part of the time to participate in farm activities and thereby to contribute to the family income. Some of the program activities were conducted in school settings and less attention was given to home tutoring than in the past years.

Most of the summer migrant projects were conducted at school sites and the children were transported to the school in school buses. Instruction in the projects was in small groups or on an individualized basis most of the time. Some activities were suited to large group instruction.

In the regular school term projects there is considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors are often responsible for the coordination and administration of the migrant program. Title I also supports the migrant program through the local inservice activities as well as health services when these services are provided by Title I. In all projects the locally funded supporting services are available to the migrant students.

TABLE III

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Daily Schedule	Staff Hours Per Day	School Level		Total Days Operated
			Elem.	Sec.	
Bertie County	8:30 a.m. - 3:30 p.m.	7	X	X	32
Camden County	8:30 a.m. - 4:30 p.m.	8	X		30
Columbus County	3:00 p.m. - 9:30 p.m.	6 1/2	X	X	33
Duplin County	Irregular hours	8		X	25
Greene County	9:00 a.m. - 11:00 p.m.	8		X	30
Halifax County	8:00 a.m. - 3:00 p.m. 6:00 p.m. - 10:00 p.m.	8	X	X	31
Harnett County	7:15 a.m. - 3:15 p.m.	7	X		30
Haywood County	8:00 a.m. - 4:00 p.m.	8	X		35
Henderson County	8:00 a.m. - 4:00 p.m.	8	X		35
Hertford County	8:00 a.m. - 2:00 p.m.	6	X	X	30
Johnston County	8:00 a.m. - 4:00 p.m.	8	X	X	24
Lenoir County	1:00 p.m. - 11:00 p.m.	6	X	X	30
Martin County	8:30 a.m. - 3:30 p.m.	7	X		30
Maxton City	8:00 a.m. - 10:00 p.m.	7 1/2	X	X	30
Nash County	8:00 a.m. - 3:30 p.m.	7 1/2	X		20
Northampton County	7:30 p.m. - 3:30 p.m.	8	X		26
Pasquotank County	8:00 a.m. - 4:00 p.m.	8	X		29
Pitt County	Irregular hours	6		X	30
Richmond County	8:00 a.m. - 5:00 p.m.	9	X		29
Red Springs City	8:00 a.m. - 2:00 p.m.	6	X		30
Robeson County	8:00 a.m. - 4:00 p.m.	8	X		35
Sampson County	8:30 a.m. - 3:30 p.m.	7	X		36
Scotland County	8:00 a.m. - 2:00 p.m.	6	X	X	20
Wake County	5:30 p.m. - 9:30 p.m.	4		X	30
Washington County	8:00 a.m. - 5:00 p.m.	9	X		30
Wayne County	Irregular hours	8		X	37
Wilson County	7:45 a.m. - 3:00 p.m.	7 1/4	X		32

FIGURE IV

HOME-BASE STATES OF INTERSTATE MIGRANTS

Regular Term 1974-75

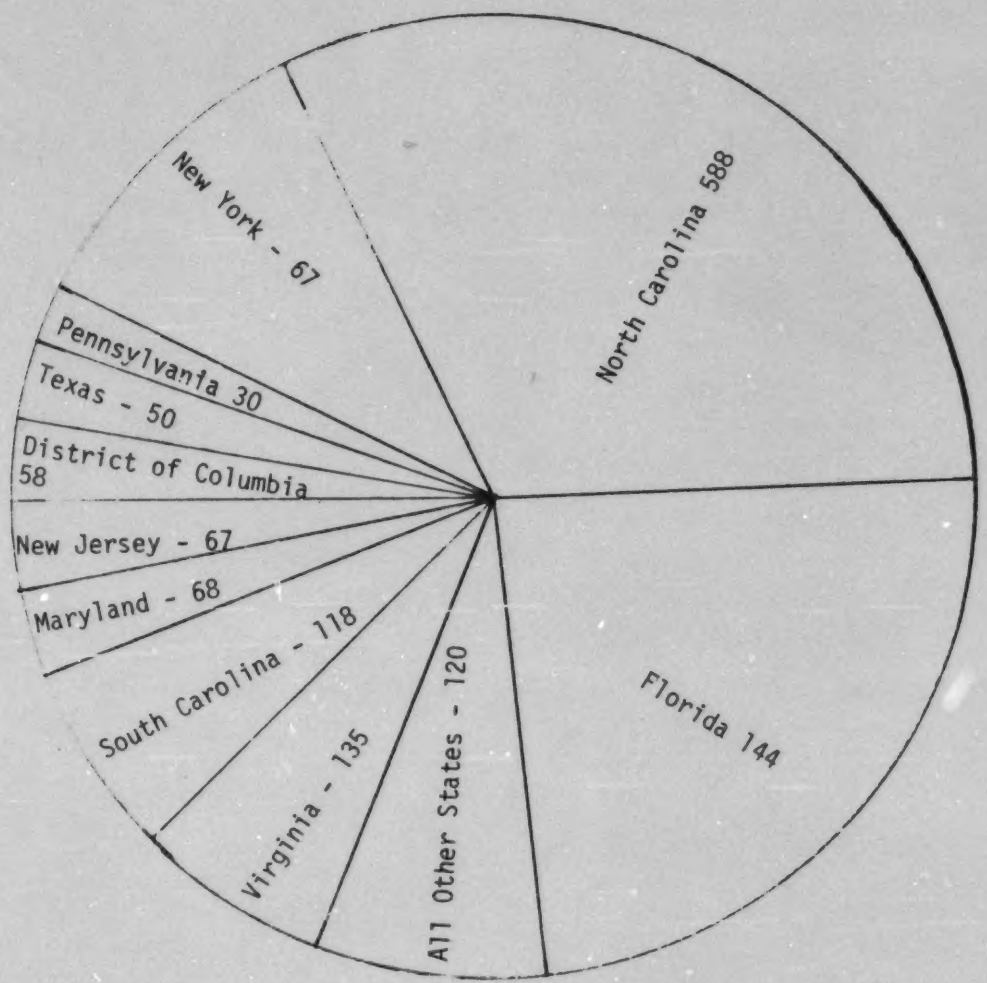
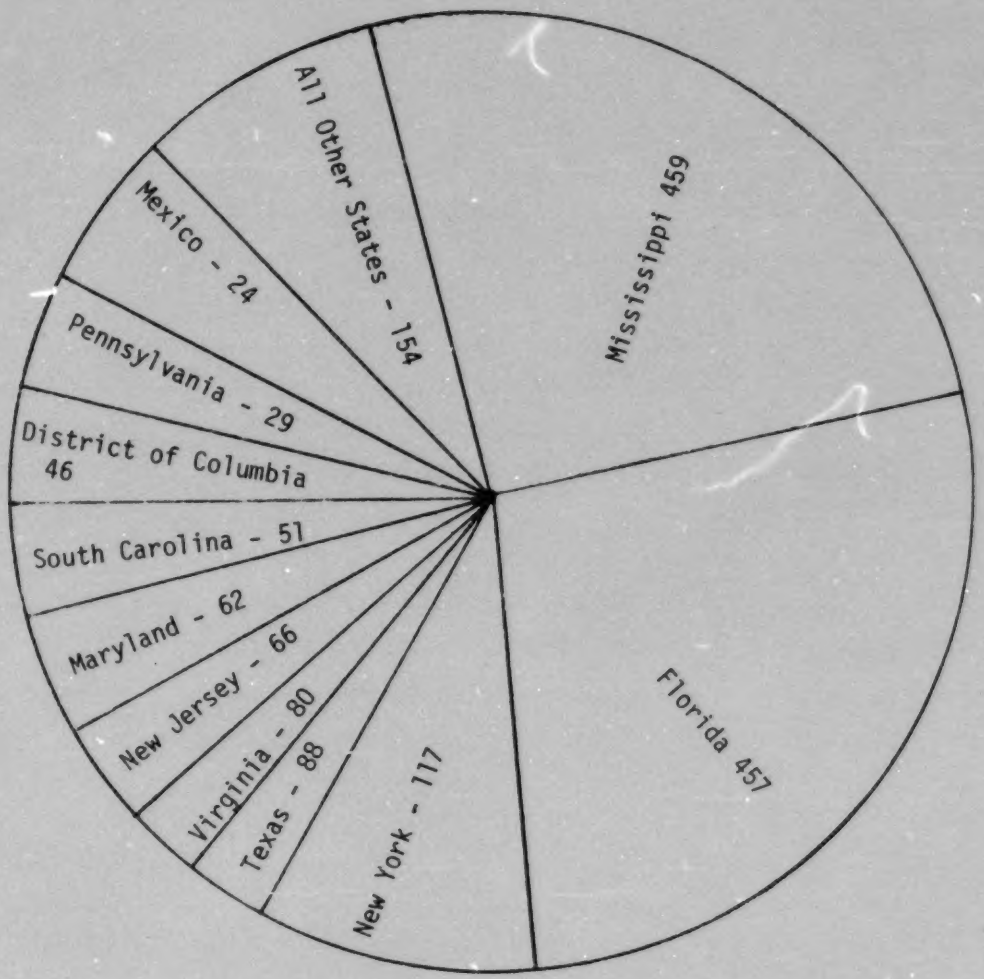


FIGURE V

HOME-BASE OF INTERSTATE MIGRANTS

Summer - 1975



Total Interstate Migrants Enrolled - 1,581

TABLE IV

CHILDREN SERVED BY CLASSIFICATION*

Regular Term 1974-75

LEA	Interstate	Intrastate	Formerly Migratory	Not** Indicated	Total
Bertie	66	18	34	3	121
Bladen	18	26	12		56
Camden	31	16	25	1	73
Columbus	128	101	124	38	391
Duplin				197	197
Edenton-Chowan				2	2
Edgecombe	12	135	57	28	232
Goldsboro	95				95
Greene	22	48	104	1	175
Greenville				16	16
Halifax	88	119	94	35	336
Harnett	31	68	71	4	174
Haywood	41	24	2		67
Henderson	189	56		20	265
Hertford	78	91	35	6	210
Johnston	70	33	35	7	145
Lenoir	28	87	82	5	202
Martin	11	35	43	1	90
Maxton City	2	121	1	276	400
Nash	95	69		1	165
Northampton	81	88	9	5	183
Pasquotank	40	85	20	29	174
Pitt	20	65	114	7	206
Red Springs			130	2	132
Robeson	85	224	4	53	366
Sampson	130	114	7	20	271
Scotland	7	215		22	244
St. Pauls City		86			86
Tyrrell	34	11	12	2	59

TABLE IV - (continued)

CHILDREN SERVED BY CLASSIFICATION*

Regular Term 1974-75

LEA	Interstate	Intrastate	Formerly Migratory	Not** Indicated	Total
Washington	50	16	6	3	75
Wilson	43	61	39		143
Total	1,495	2,012	1,060	784	5,351

*Based upon data from the LEA evaluation reports and the MSRTS teletype terminal reports.

**Deviations resulting from enrollment for statistical purposes and reporting requirements.

TABLE V

CHILDREN SERVED BY CLASSIFICATION*

Summer Term - 1975

LEA	Interstate	Intrastate	Formerly Migratory	Not** Indicated	Total
Bertie	53	13	30		96
Camden	34	15	14		63
Columbus	87	79	140		306
Duplin	138	86	12		236
Greene	205				205
Halifax	46	123	181		350
Harnett	22	55	53		130
Haywood	27	19	25		71
Henderson	52		15		67
Hertford	93	91	20		204
Johnston	56	22	34		112
Lenoir	41	62	66		169
Martin	7	15	45		67
Maxton City	4	138	1	261	404
Nash	55		3		58
Northampton	47	131	14		192
Pasquotank	52	96	65		213
Pitt	85	13			98
Red Springs	3	64	46		113
Richmond	11	22	20		53
Robeson	48	134	93		275
Sampson	208	3	67		278
Scotland		84			84
Wake	23	142			165
Washington	70	8	16		94
Wayne	90	13	15		118
Wilson	79	11	23		113
Total	1,636	1,439	998	261	4,334

*Based upon data from the evaluation reports and MSRTS teletype terminal reports.

** Deviation resulting from enrollment for statistical purposes and reporting requirements.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. One project, Camden County, still operated a Title I Migrant Coordinated Program with an extended school day for the migrant students. Some of the secondary school migrant programs shared facilities and some planned competitions with migrant classes. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, and materials, some training and services by LEA personnel who are employed 12 months, and the involvement of the school principals.

SUPPORTING SERVICES

During the regular school term, supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs, making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

One of the State services which supported the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators in Grifton for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Northeast Regional Education Center served as a support base for the migrant education projects. In addition to serving as the teletype terminal location for the Migrant Student Record Transfer System, it also served as a repository for educational films which were available on a free loan basis to LEAs for use in their migrant education projects.

The purchase of equipment under the migrant projects was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects. Items of equipment were transferred form one LEA to another when they were no longer used for the purpose for which they were intended in the LEA which purchased them.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. During 1975 one of the State migrant education consul-

tants served as chairman of this statewide interagency coordinating committee. Agencies represented on this committee are:

Migrant Education Section - Department of Public Instruction

North Carolina AFL-CIO

Farmer's Home Administration

Migrant and Seasonal Farm Workers Association, Inc.

Church Women United

North Carolina Community Action Association

North Carolina Department of Agriculture

North Carolina Department of Community Colleges

North Carolina Department of Human Resources - Division of Mental Health

North Carolina Department of Human Resources - Division of Social Services

North Carolina Department of Human Resources - Division of Economic Opportunity

North Carolina Department of Human Resources - Division of Vocational Rehabilitation

North Carolina Department of Labor

North Carolina Employment Security Commission - Rural Manpower Service

North Carolina Human Relations Commission

North Carolina State Board of Health - Migrant Health Project

North Carolina State Board of Health - Sanitary Engineering Division

U. S. Department of Agriculture

U. S. Department of Labor

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office and personnel from local migrant councils and local community action agencies.

During the summer many of the local projects took advantage of the availability of personnel from the Migrant and Seasonal Farm Workers Association. They used this personnel to assist in carrying out the instructional phase of the program. These teachers worked under the supervision of the LEA project director and were paid through the Migrant and Seasonal Farm Workers, Incorporated. This was an outstanding example of interagency coordination and cooperation.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information was shared and plans developed that enabled each agency to use its resources to the maximum benefit of the greatest number of migrants.

STAFF UTILIZATION

The 29 regular school term migrant education projects employed a full time equivalent of 98.41 staff members. The pattern of staffing is indicated by Table VI. The number and responsibilities of the program staff of the summer migrant projects is indicated on Table VII. Figures on these tables represent both full-time and part-time positions and are reduced to full-time equivalent staff positions. Non-professional supporting personnel such as bus drivers, janitors and lunchroom workers have been included in these tables.

Table VIII provides information on the instructional staff-pupil ratio for the 27 summer projects. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in regular school term migrant education programs was not as evident as that noted in the summer projects. This may have been because of the supplementary emphasis placed on the regular school term projects. In those LEAs where the local project charged one or more persons with the responsibility of making visits in the home for the purpose of home-school coordination or recruitment, the reported community involvement in the project was increased. Nurses, home-school coordinators, social workers, supervising principals and instructional personnel played an important part in soliciting involvement from the community agencies as well as from the parents of the migrant children.

Field trips serve as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips has some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which indicates the interstate coordination of the North Carolina Migrant Education Program with similar projects and programs in other states was the Eastern Regional Migrant Education Conference held in Orlando, Florida. Prior to the conference, the Coordinator of Migrant

TABLE VI

LEA STAFF *

REGULAR TERM 1974-75

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Guidance Counselors	Nurses - Social Workers	Record Clerks	Other Program Personnel	Unpaid Volunteers
Bertie County	.25		2.75					
Bladen County	.05	1						
Camden County		2.50			.25	.50		
Columbus County	.20		6					
Edgecombe County	.20	3					.80	
Goldsboro City	.10	2.7	.20	.20				
Greene County		.50				.60	.50	
Halifax County	.15	1	6.50			.90	.50	
Harnett County	.10				.90	.90		
Haywood County		1						
Henderson County		2	1					
Hertford County	.20		4			.50		
Johnston County	.01		3			.33		
Lenoir County	.05		2.80			.20		
Martin County	.05		2					
Maxton City	.05	2	2					
Nash County	.10	4				.25		
Northampton County	.20	2	1					4
Pasquotank County	.12		3		1			

TABLE VI (continued)

LEA	Directors - Coordinators	Teachers	Instructional Aides/Tutors	Guidan Counse	Nurses - Social Workers	Record Clerks	Other Program Personnel	Unpaid Volunteers
Pitt County	.10	2.90						
Red Springs		3				.25		
Robeson County	1	4				1		
Sampson County	.05	4			.50	.50		
St. Pauls City	.10	1				.60		
Scotland County	.10	1	1		1			
Tyrrell County			2		1			
Washington County	.10	1	1			1		
Wilson County	.20		3	.60			.20	
TOTALS	3.58	38.60	41.25	.80	4.65	7.53	2.00	4.00

*Full-time equivalent positions

TABLE VII

LEA STAFF*

SUMMER TERM - 1975

LEA	Director Coordinator	Teachers	Instructional Aides/Tutors	Guidance Counselors	Nurses - Social Workers	Record Clerks	Other Program Personnel	Unpaid Volunteers
Bertie County	1	5	2				5	
Camden County	.6	3	3	1	1	2		
Columbus County	2.2	9	9			2	15	2
Duplin County	1	11	4	1	1	2		1
Greene County	1	4	2.5	4	1	1		
Halifax County	1	10	10	1	1	1	1	1
Harnett County	.1	7	6		.9	.9		3
Haywood County	1	3.5	2		.05	1	7	2
Henderson County		3	5				2	5
Hertford County	.05	7	7			1		12
Johnston County	1	5	4		1	.33	5	2
Lenoir County	1	4.5	4.5	.75		1	11.25	2
Martin County	1	2	4				5	
Maxton City	1	17	11					1
Nash County	1	4	3				4.5	7
Northampton County	1	9	4			1	2	1
Pasquotank County	1.2	8	7		1	1	2	1

TABLE VII (continued)

LEA	Director Coordinator	Teachers	Instructional Aides/Tutors	Guidance Counselors	Nurses - Social Workers	Record Clerks	Other Program Personnel	Unpaid Volunteers
Pitt County	1	7				1	2	4
Red Springs City	1	6	6		.2	1	3	
Richmond County	1	4			2			
Robeson County	1	12.6	.6			1		
Sampson County	.05	11	4.5		.5	.5	5	12
Scotland County	1	5	5		1		5	
Wake County	1	6	3	1		1	4	4
Washington County	1	3.5	3.5	.62	1	.5	2	2
Wilson County	1	7	7		.5	1	1	3
TOTALS	23.70	176.60	119.60	12.37	12.15	21.23	81.75	65.00

*Full-time equivalent positions.

TABLE VIII

RATIO OF INSTRUCTIONAL PERSONNEL TO PUPILS*

Summer - 1975

LEA	Instructor-Pupil Ratio	LEA	Instructor-Pupil Ratio
Bertie County	1:13.7	Maxton City	1:5.0
Camden County	1:10.5	Nash County	1:8.5
Columbus County	1:17.0	Northampton County	1:15.0
Duplin County	1:15.5	Pasquotank County	1:14.0
Greene County	1:31.0	Pitt County	1:14.0
Halifax County	1:17.5	Red Springs City	1:9.5
Harnett County	1:10.0	Richmond County	1:13
Haywood County	1:12.9	Robeson Coutny	1:21.0
Henderson County	1:8.5	Sampson County	1:17.0
Hertford County	1:14.5	Wake County	1:18.5
Johnston County	1:12.5	Washington County	1:13.5
Lenoir County	1:18.5	Wayne County	1:26.0
Martin County	1:11.0	Wilson County	1:8.0

*All teachers and instructional aides were counted in the computation of the teacher-pupil ratio.

Programs, Division of Compensatory Education, met with State directors and consultants in migrant education from other states to plan the program agenda. It was through this interstate committee that a conference and workshop agenda was finalized which resulted in the active participation of State and local project personnel from 21 eastern states. The workshop participants developed descriptive material suitable for use by any of the participating states in completing their applications for program grants.

Other interstate planning activities included cooperation with five other states (California, Florida, Michigan, New Jersey and Texas) in a project under Section 505, Title V-A, Elementary and Secondary Education Act for the purpose of developing and testing an instrument to provide for more effective administration of migrant education programs at all levels of management. Proposals were sought from interested management consultants to develop a "Management Guide for Administrators of Migrant Education" which would contain a self-analysis instrument to assist administrators at all levels in performing their duties more effectively.

Each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State Directors and other program personnel were conducted during the year and were of some value in publicizing program information and administrative requirements. The State Director participated in these conferences and disseminated relevant information from them within the state.

STATE OBJECTIVES

Although the state goals and objectives are not stated in specific measurable terms, each was attained to a greater or lesser extent. This is evidenced by the reports from 159 monitoring visits to the LEAs by the state migrant consultants. On each monitoring visit by a state consultant the project records and reports were checked; authorization for enrollment forms were reviewed; attention was given to the coordination of the migrant project with other school programs; parent and advisory committee involvement was noted; and recommendations for improving the operation of the project or keeping it functioning according to the project proposal were made. This regular monitoring by the state migrant education consultants along with the activities sponsored and conducted through the State Migrant Education Office is the basis for the judgement that each state objective was met.

PROJECT OBJECTIVES

The regular school term projects were supplementary in nature and were directed specifically toward those needs of the migrant students which were not being met adequately in the regular school program. Twenty-four (24) of the units included an objective relating to improvement in language arts; twenty-three (23) included mathematics in their project; thirteen (13) included an objective relating to students' social adjustment and fifteen (15)

TABLE IX

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Regular Term - 1974-75

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially Met
4 = Fully Met

LEA Project Objectives Relating to:

LEA	Needs Assessment	Language Arts	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Guidance	Readiness	Home-School Coordination	Clothing	Natural Science	Social Studies	Physical Skills	Did Not List Objectives
Bertie	4	3	3	4	4	4	4	3	4	2	1	4										
Bladen	4	2				1	4	2		4		4	4	4								
Camden	4	4	4		4	4	4	2	2		2	4	2									X
Columbus		2	2	2			4	2		2	4	1	4									X
Edgecombe	4	4	4	4		4	4	4	4	4	4	4	4									
Goldsboro			4												4							X
Greene		3	4	4		4	4	2	4	4	1	4	2			4						
Halifax	4	3	3		4	1	4	4	3	4	1	4	4									
Harnett		1	1	4	4	3		4		4		4				4	4	4				
Haywood	4	4	4	4	4		4	4	4		4	4	4									X
Henderson	4	3	3		4	4	4	4	4	4	3	4	4	4								
Hertford	4	4	4			4	4	4		4	4	1	4	4								
Johnston	3	3	1		4	1	4	1	1	3	4	4	3	4								X
Lenoir		4	4	4	4	4	4	3	4		2	4				4						
Martin		2	2	4	4	4	4	3	4	3	4	4				4						
Maxton City	4					4		2	4	4			4	4			3					
Nash	4	4	4			4	4	4	4	4	4	4	4	4					4	4		
Northampton		4		4	4																	
Pasquotank		2	2		4	4	4	4		4	4	4	4									
Pitt		4	4	4			4	2	4	4	2	4	4	4								
Red Springs		4	4	4																		
Robeson		4				3	4	4		2	4	4	4	4								
St. Pauls	4		4			4	4	4		4	4	4										

TABLE IX

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Regular Term - 1974-75

OBJECTIVES

1 = Not Met
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4 = Fully Met

LEA Project Objectives Relating to:

LEA	Needs Assessment	Language Arts	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Guidance	Readiness	Home-School Coordination	Clothing	Natural Science	Social Studies	Physical Skills	Did Not List Objectives
Sampson	4	4	4		4	4	4	4		4	4	4	4	4						4		
Scotalnd	4	3	3		4	4	4	2	2	2	2	2										
Tyrrell			3	4	2	4	4	4		2	2	1		4								
Washington		4	4	4	4	4	4	2		4	2	4										
Wilson	4	4	3	4	4	4	4	4	4	4	1	4	4	4							4	

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Summer - 1975

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially
4 = Fully Met

LEA	LEA Project Objectives Relating to: Needs Assessment	Language Arts	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Readiness	Natural Science	Self-Image	Cultural Arts	Physical Skills	Arts and Crafts	Occupations	Did Not List Objectives
Bertie	4	3	3	2	4	4	4	4	4	2	2	4		4								X
Camden	4	4	4		4	3	4	2	4		4	4										X
Columbus	4	4	4	2	2	4	4			4	4	4	4							4	4	
Duplin		2	2	3	4	4	4			4	3							4	3		4	
Greene	4			4		4	4	3	4	4	4		4	4							4	
Halifax	4	2	2	4	4	4	4	4	3		4	4	4	4	4		4	2			1	
Harnett	4	4	4	2	4	4	4	4	4	4	4	4	4	4			2		2			
Haywood	4	4	4	4	4	4	4	4	4	2	4	4	4		4				4		4	
Henderson	4	4	3	4	4	4	4	4	4	4	4	4	4									
Hertford	4	4	4	2	4	2	2	2	2	2	2	4	2	4	2	2	2	4	2	2	2	
Johnston	4	4	4		4	4	4		4	4	4	4	3	4	4			4				
Lenoir	2	2	2	2	2	2	2	2	2	2	2	4	2	2	2		2	2	2	2	2	X
Martin	2	2	2	4	2	2	2	2	2	2	2	1	2	4			2	4	4			X
Maxton City	4	4			4	2	2	4	3	4	2	4	4	4								
Nash			4		4							1			4		4				3	
Northampton	4	4	4	4	4	4	4	4	4	4	4	4	4			4		4		4		
Pasquotank	4	4	4	4	4	2	2	2	4	2	4	4	4	4	4	4		4	4	4	1	
Pitt				4	4	2	2	4	3	2	4	4	4	2			4	4	4	4	4	
Red Springs	4	4	3	4	4		4		4	4	4	4	4	4				4	4			
Richmond		2	2		4					4	4							2				
Robeson	2	2		1	2	2	2	4		2	4	4	2	4				2				
Sampson	4	4	4	4	4	2	2		2	4	2	4	4	4			4					
Scotland		1	1		4	2	2		3	3	4	4				4						
Wake	4					4	4		3	3	4	4	4				2		4		4	

TABLE X

DEGREE OF ATTAINMENT OF LOCAL PROJECT OBJECTIVES

Summer - 1975

OBJECTIVES

1 = Not Met
2 = Not Documented
3 = Partially
4 = Fully Met

LEA	LEA Project Objectives Relating to:																						
	Needs Assessment	Language Arts	Mathematics	Social Adjustment	Health	Record Keeping	Fiscal Reports	PAC	Parent Involvement	Staff Development	Dissemination	Evaluation	Recruitment	MSRTS	Readiness	Natural Science	Self-Image	Cultural Arts	Physical Skills	Arts and Crafts	Occupations	Did Not List Objectives
Washington		4	4	4	4	3	3	3	4	2	4	4	3	3	4		4	4		4	4	
Wayne	2	2	2	3	2	4	4	2	4	4	2	4	2						2			
Wilson	4	4	4	2	4	4	4	4	4	4	4	4	4	4	2		2	4	3	4		

included a health services objective. Topics of other objectives during the regular school year were parent involvement, readiness/kindergarten, natural science, guidance and social studies.

There was a marked increase in the number of objectives in the summer project proposals. This was due to the state consultants insisting that the LEAs include objectives relating to all phases of project operations in the project proposals. The evaluation of each project was based upon the set of objectives in the project application. All of the local project objectives were supportive of the State Program objectives. In addition to specific performance objectives in each instructional area included in the staff development, dissemination of information, clerical responsibilities, project evaluation, fiscal reporting, parent advisory committee activities, health services, recruitment, social growth, and community involvement.

Objectives for both the regular school term and the summer term were the primary basis for evaluating the success of each LEA project. A judgement was made on each objective in each project as to the degree of attainment. Every available source of information bearing upon the objective was used in making this judgement. The most heavily relied upon document was the local evaluation report prepared by the local project director and his staff. Other sources of information used in this evaluation effort were reports of state consultant monitoring visits, reports from news media, and reports from staff development consultants who worked in the LEAs during the operation of the projects.

A summary of the degree to which each objective in each LEA project was attained is contained in Tables IX and X.

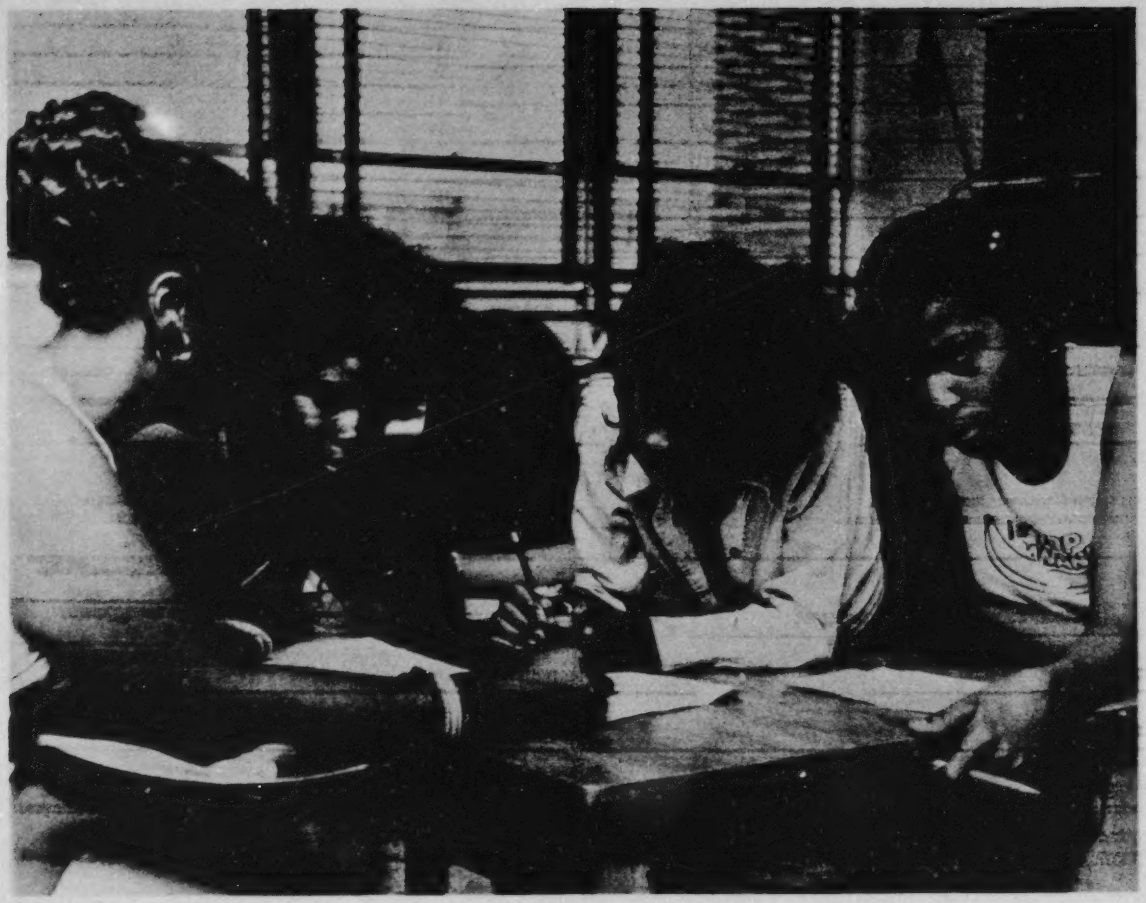
DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers, coverage by local radio and television stations; reports to local boards of education and other local groups; pictures, slides and tape recordings which were presented to selected audiences; and the distribution of newsletters.

At the State level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State Education Agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio, and television stations, wire services and other news media.

Another method of disseminating program information was through reports given at the periodic meetings of the State Advisory Committee on Services to Migrants. Program information was also disseminated through visitation among the local projects. Several staff members in some of the local projects visited other projects during the summer. This afforded opportunities for firsthand observation of project activities and the exchange of ideas and information among the projects.

One dissemination effort of the State Migrant Education Section is worthy of special note. In cooperation with the Northampton County migrant education project staff, a sixteen millimeter sound film was produced, depicting the activities and services provided in the exemplary migrant education project conducted during the summer of 1975.



CHAPTER IV

PROGRAM EFFECTIVENESS

PROGRAM FOCUS

In considering the effectiveness of the North Carolina Migrant Education Program, it is necessary to take into account the different types of projects being operated within the state. Regular school term projects are operated for the benefit of intrastate migrants and the smaller number of interstate migrants who are home-based in North Carolina. These projects are supplementary in nature and are designed to strengthen instructional programs offered through State, local and other federal sources of funding. Summer term migrant education programs are focused more directly on the needs of interstate migrants and provide a full range of instructional and supporting services.

It should be noted that there are two distinct types of summer migrant education projects. One type of project serves elementary school children. The other is restricted to providing services to secondary school age youths who are a part of the migrant labor force.

TESTING RESULTS

Between September and June, more than five thousand migrant students were enrolled in the various migrant education projects across North Carolina. All projects did some testing and submitted scores as part of their evaluation reports. The emphasis upon documenting achievement of project objectives with gain scores apparently had an impact since eighty percent of the projects submitted pre-test as well as post-test scores. Students who entered North Carolina migrant projects during the first three months of the regular term stood an excellent chance of being tested with one of ten different achievement tests.

Although the number of scores received in 1975 exceed those reported in any previous year, all of the difficulties of obtaining cognitive measurements of a mobile population were quite apparent. The use of ten different tests and score types ranging from grade equivalent to raw scores severely limited the statistical comparisons which could be made. Migration and absence made it quite difficult to obtain two sets of measures on the same students over any reasonable span of instruction. Given these difficulties, it was quite challenging to report gain scores representative of three or more projects with more than thirty students at the same grade level on the same test. This standard was reached for approximately half of the gain scores reported and it is believed that such results provide the best estimates to date of the progress being made by North Carolina migrant students.

The instructional period between the scores reported in Tables XI and XII varied with the project submitting the scores. The average time for most results was approximately seven months. The average reading gain for this period ranged from one year on the Slosson Oral Reading Test to five months on the Metropolitan Achievement Tests. Since there is an inconsistent pattern of test selection, it is likely that differential project results are a factor

TABLE XI

READING STATUS

Mean Grade Equivalent Scores for all Tests*
From beginning of year and early mid-year data

1974-75 Regular Term

Grade	Number of Students	Mean G. E.	Deviation
1 (1.3)	51	0.8	-0.5
2 (2.3)	85	1.3	-1.0
3 (3.3)	159	2.1	-1.2
4 (4.3)	142	2.6	-1.7
5 (5.3)	173	3.3	-2.0
6 (6.3)	158	3.5	-2.8
7 (7.3)	116	4.3	-3.0
8 (8.3)	110	4.6	-3.7
9 (9.3)	113	4.2	-5.1
10 (10.3)	44	6.3	-4.0
11 (11.3)	24**	8.1	-3.2
12 (12.3)	12**	7.8	-4.5

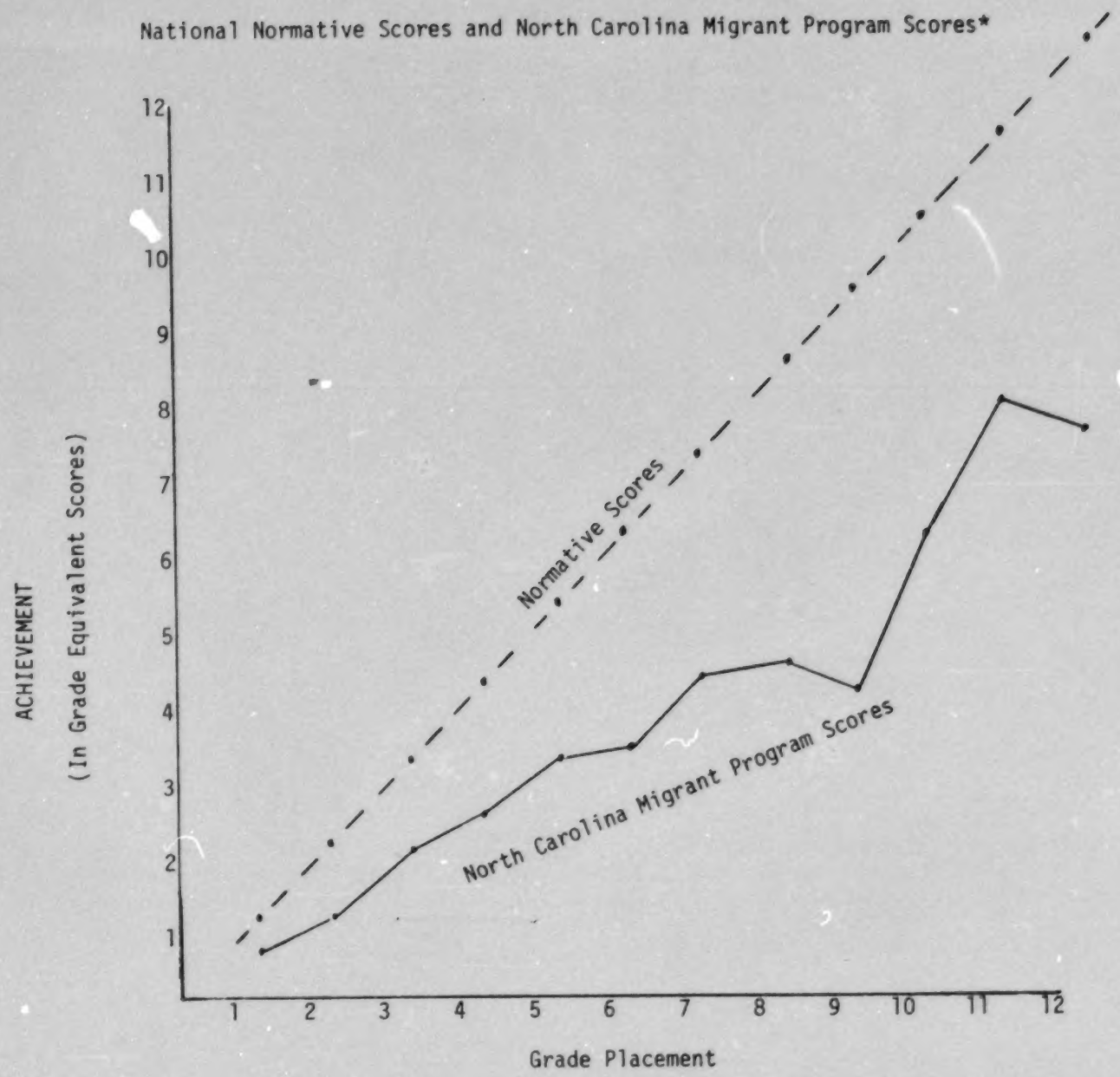
*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Metropolitan Achievement Tests, Stanford Achievement Tests, Iowa Tests of Basic Skills, California Achievement Tests, SRA Achievement Tests and the Comprehensive Test of Basic Skills. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate that can be obtained from varying test data.

**Small number of cases

FIGURE VII

READING STATUS 1974-75

National Normative Scores and North Carolina Migrant Program Scores*



*Based on Data from Table

TABLE XII

MATHEMATICS STATUS

Mean Grade Equivalent Scores for all Tests*
From Beginning of year and early mid-year data

1974-75 Regular Term

Grade	Number of Students	Mean G. E.	Deviation
1 (1.3)	22	.7	-0.6
2 (2.3)	42	1.7	-0.6
3 (3.3)	94	1.9	-1.4
4 (4.3)	94	2.6	-1.7
5 (5.3)	98	3.5	-1.8
6 (6.3)	86	4.3	-2.0
7 (7.3)	85	4.6	-2.7
8 (8.3)	77	5.1	-3.2
9 (9.3)	53	5.7	-3.6
10 (10.3)	36	7.3	-3.0
11 (11.3)	22**	9.1	-2.2

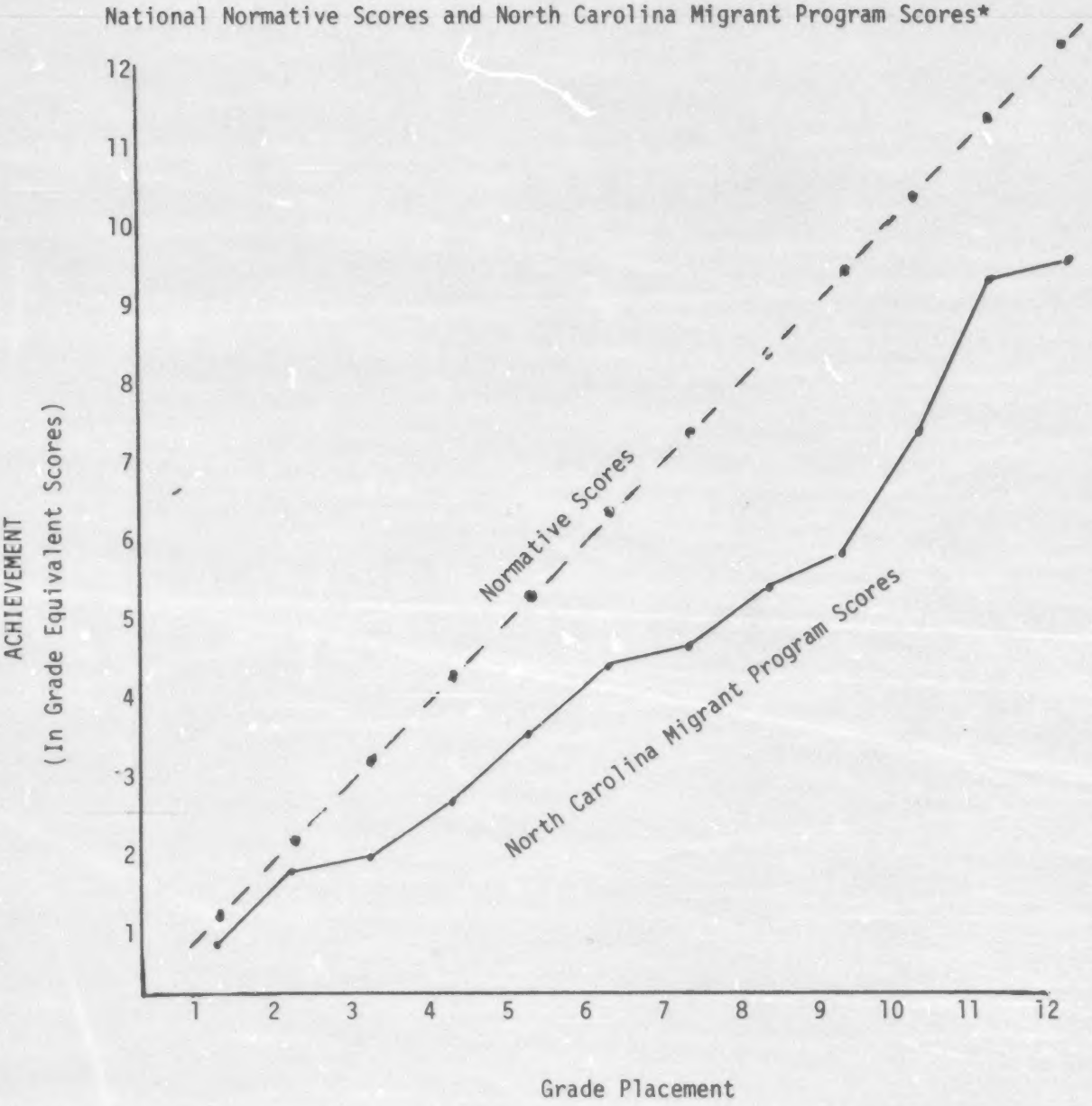
*These results were obtained by averaging all pretest scores reported in grade equivalent form on the Metropolitan Achievement Tests, Stanford Achievement Tests, Iowa Tests of Basic Skills, California Achievement Tests, SRA Achievement Tests and the Comprehensive Test of Basic Skills. While it is recognized that such averaging is not strictly valid, the results provide the most meaningful estimate that can be obtained from varying test data.

**Small number of cases

FIGURE VIII

MATHEMATICS STATUS

National Normative Scores and North Carolina Migrant Program Scores*



*Based upon Data from Table

TABLE XIII

COMPARISON OF READING STATUS

1973-74 - 1974-75

Grade	Deviation from Expected Gains		Difference
	1973-74	1974-75	
1	+0.2	-0.5	-0.7
2	-0.9	-1.0	-0.1
3	-1.2	-1.2	0.0
4	-1.8	-1.7	+0.1
5	-1.8	-2.0	-0.2
6	-2.4	-2.8	-0.4
7	-3.6	-3.0	+0.6
8	-2.5	-3.7	-1.2
9	-3.5	-5.1	-1.6
10	-3.6	-4.0	-0.4
11	-5.0	-3.2	+1.8
12	-3.2	-4.5	-1.3

These results were obtained by comparing the deviations in reading status of the 1973-74 project year with those of 1974-75. Since the populations tested in the two project years were different, and since there was no consistency in the use of testing instruments, this comparison does not purport to show gains.

TABLE XIV

COMPARISON OF MATHEMATICS STATUS

1973-74 -1974-75

Grade	Deviation from Expected Gains		Difference
	1973-74	1974-75	
1	-0.8	-0.6	+0.2
2	-0.7	-0.6	+0.1
3	-0.9	-1.4	-0.5
4	-1.4	-1.7	-0.3
5	-1.9	-1.8	+0.1
6	-2.4	-2.0	+0.4
7	-2.5	-2.7	-0.2
8	-2.9	-3.2	-0.3
9	-3.1	-3.6	-0.5
10		-3.0	
11		-2.2	

These results were obtained by comparing the deviations in mathematics status of the 1973-74 project year with those of 1974-75. Since the populations tested in the two project years were different, and since there was no consistency in the use of testing instruments, this comparison does not purport to show gains.

in this variability. Inspection of the tables reveals that the range of achievement between grades exceeds the range between tests. Mathematics gain scores are reported in Table XII. If these tables could be summarized, the average gain would be approximately six months over the instructional period.

Considering all qualifications which are necessary in the interpretation of this data, the most meaningful comparison may be with previous results. There is an improvement in reading performance when the 1975 test results of migrant students are compared to the results reported in 1974. Similar improvements were not noted in mathematics where the "average" gain was considerably lower than the 1974 results. It is noted, however, that over the range of grades represented, the deficit in mathematics is less than the reading deficit. In view of what is known about the average achievement of North Carolina students (the 1972 state assessment revealed that sixth grade students were around nine months behind the test publisher's norms), achievement test results for migrant children indicate that reading should continue to be emphasized and the emphasis of mathematics should be increased. Individual project gains are recorded in the respective individual project evaluation reports.

Tables XI and XII represent an attempt to maximize the use of available data. Test scores on all pre-tests were averaged in an attempt to ascertain the reading and mathematics status of the current migrant population. The graphic representation of these 1,750 scores is given in Figures VI and VII These results reveal the mounting deficit facing migrant students as they continue in school. The current pattern is quite similar to those reported in past evaluations. The apparent progress in the upper grades is probably due to the dropping out of many of the less able migrant students. A meaningful goal of the migrant program might well be to increase the numbers of students in these grades.

All test results indicate that North Carolina migrant students are progressing at a rate comparable to most compensatory education students, and that over a two-year period gains in reading have been improved. There is no statistical method by which portions of these gains may be divided between the regular school offerings and the supplementary migrant program. More elaborate measures could be recommended, but such evaluation designs would far exceed the state evaluation requirements and would possibly exceed the limits of financial feasibility.

EXEMPLARY PROGRAMS

For years it was the policy of the Migrant Education Section to recognize exemplary activities in the local projects. This was valuable in bringing about some desired changes in other local projects. In the 1974 evaluation report this practice was discarded because of the outstanding qualities of one local project and one activity carried out at the State level. These two projects were highlighted in the 1974 evaluation report. This year it was the judgement of the entire State migrant education staff that no one local migrant project stood out so far ahead of all the others that sole attention should be centered upon it. It was determined therefore to select and highlight the outstanding characteristic of each of the projects operated within the state.

It should be noted that in years past the exemplary program or program components reported in the annual evaluation report have been selected from among the summer projects. The pattern of selection this year is changed in that the annual report takes into consideration both regular school term projects and summer term projects. Therefore, some of the exemplary program components will relate to the regular school term projects and some to the summer projects.

The outstanding and exemplary features of the several local migrant education projects are described on the following pages.

Bertie County

The summer migrant project in Bertie County is to be commended for the excellent activities which were developed during the publication of its newspaper. This unit of work was an outgrowth of consultant services provided by one of the visiting teachers from the Florida Migrant Child Program.

Bladen County

During the regular school term migrant project in Bladen County, the migrant teacher's use of community resources to support the migrant project and meet the supporting needs of the migrant children was outstanding. Through her efforts several groups and individuals in the community contributed clothing to the migrant children in the project, making it possible for them to remain in school.

Camden County

The most outstanding feature of the Camden County regular term project was the effective coordination of community agencies in providing for the health needs of the migrant children.

Columbus County

The program for secondary school youth in the summer project at Columbus County was noteworthy because of the effective teaching of consumer mathematics and reading and the related interest in woodworking.

Duplin County

The arts and crafts component of the Duplin County summer migrant project provided opportunities for students of all ages to complete at least one project through hands-on manipulative activities.

Edgecombe County

The strongest point in the regular school term project in Edgecombe County was the effectiveness of the tutorial services. Each tutor employed by the migrant project held a class "A" teaching certificate.

Goldsboro City

The regular school term project in Goldsboro was characterized by the effectiveness of the staff in cultivating positive attitudes in the secondary school students about the values of learning and the world of work.

Greene County

The recruitment effort in the Greene County project was exemplary. The migrant project staff did an excellent job of locating and enrolling eligible migrants in the program.

Halifax County

The most outstanding component of the Halifax County summer migrant project was the effort which was put into the recruitment of eligible migrant children.

Harnett County

The coordination and delivery of supporting services from community agencies and program volunteers in Harnett County were exemplary. These supporting services were made possible because of the active local interagency committee.

Haywood County

The summer school project staff members were specialists in one or more curriculum areas. This allowed an activity approach of a high interest, "hands on" nature, which met the total needs of the children in the project.

Henderson County

A major strength of this project was the flexible scheduling of the instructional personnel during the regular school term. This made it possible for the instructional staff to modify their itinerant assignments as the concentration of migrants shifted within the county during the year, thereby bringing their services to bear in those schools which had the highest concentrations of migrant children with the most severe educational needs.

Hertford County

The cooperation of outside agencies was the hallmark of the Hertford County summer migrant project. As an example, it was through the cooperation of the North Carolina Division of Forestry that a nature trail was established at the school site.

Johnston County

The outstanding component of the Johnston County summer project was the health services. Through the summer migrant project and cooperating agencies in Johnston County, every child enrolled in the migrant project received necessary dental care.

Lenoir County

The outstanding feature of the Lenoir County summer migrant project was its adaptability to the needs of the migrant children. When a group of Mexican nationals arrived in the county, the project was modified so that the children could take advantage of the facilities of a language lab to learn English as a second language.

Martin County

Martin County's summer migrant project was successful in coordinating field trips with the classroom activities. Follow-up of the field trips included academic and supporting activities.

Maxton City

The entire program in the Maxton summer migrant project was organized and managed in an exemplary manner with its outstanding feature being the effective correlation of field trips with the basic skills subjects.

Nash County

The outstanding feature of the Nash County regular school term project was the close supervision which was provided to the migrant tutors by the central office supervisory staff. The tutors reported to the central office every

Monday morning. At this time the general supervisor and the migrant project worked with them on instructional problems and program requirements. This provides an example of how the services from state and local funds were coordinated with the services being provided through the migrant education project.

Northampton County

The most exemplary feature of the Northampton County summer project was the involvement of outside resources. Resource personnel were used in every area of the curriculum to contribute to the success of the project.

Pasquotank County

Pasquotank County's summer migrant project was truly outstanding. It was characterized by a wide range of program offerings.

Pitt County

The strongest component of the Pitt County summer migrant project was the physical education program. Individual and small group instruction was conducted for all interested migrant youth in the fundamentals of volley ball, basketball, tennis, badminton and other sports activities.

Red Springs City

The outstanding feature of the Red Springs summer project was the use of music in maintaining the students' enthusiasm and interest in the basic skills at a high level throughout the program.

Richmond County

The outstanding component of the project in Richmond County was the home-school coordination which contributed significantly to the success of the program.

Sampson County

The summer project in Sampson County was effective in its emphasis of basic skills through the use of interest centers. This allowed all the teachers to employ unit teaching and to work toward a common goal.

Scotland County

The most noteworthy feature of the summer project in Scotland County was the effective manner of correlating cultural enrichment activities with the instructional progam.

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Tyrrell County

Even though this was the first year of operation for the Tyrrell County migrant project, it is to be commended for its excellence in maintaining Migrant Student Record Transfer System standards and procedures.

Wake County

The arts and crafts component of the Wake County summer migrant project was outstanding. The wide variety of subjects taught made it possible for the students to make a choice of activities, to work at their own pace and level, and to achieve success in their chosen area of work.

Washington County

Washington County's summer migrant project was outstanding in the area of home-school coordination. School personnel made a home visit to every family represented in the migrant project.

Wayne County

The most outstanding feature of the Wayne County summer migrant project was the practical approach used to teach mathematics and reading. The approach was meaningful and relevant to the interests and ambitions of the students.

Wilson County

The Wilson County regular school term project was exemplary in the area of prescriptive teaching. Educational needs assessments were conducted for each migrant child and individualized programs of instruction were developed to meet the needs identified.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

All available information indicates that the North Carolina Migrant Education Program is adequately meeting the legislative requirements and the national program objectives. It is meeting the state goals for the program and has developed an effective procedure of delivering services to the eligible children through indirect administration of project activities through the local educational agencies.

Priorities of the state program set the emphasis for the program and the state objectives gave it focus. Exemplary activities were noted in the regular school term and summer projects. Summer projects for secondary school youths moved toward more academic instruction. Finally, more responsibility for evaluating local projects was shifted to the local project director.

All projects used some type of achievement measurement to document attainment of major project objectives. Analysis of test results generally supports the positive conclusion recorded in the local evaluation reports. A status calculated from pretest scores of 1,896 migrant students in all grades reveals that, compared to national norms, these migrant students face mounting deficits as they progress through the schools. In comparison to the achievement of other compensatory students and the statewide assessment of student progress in North Carolina, however, this status is not overly depressing. Analysis of gains for various subgroups of the regular school term migrant population reveals an increase in reading achievement compared to previous results. Mathematics gains did not reach the level of the 1974 migrant students. Overall, the test results reflect the program emphasis and add a note of progress to the 1975 program.

RECOMMENDATIONS

Recommendations for improving the effectiveness of the migrant education program fall naturally into three categories - evaluation, LEA project management and the SEA program management. Even though program and project management are related directly to evaluation, evaluation is included as a separate category since recommendations for changes in program and project administration must depend upon findings of facts revealed by evaluations.

EVALUATION

1. *Summer evaluation visits to local projects should be conducted by State consultants in migrant education.*

In the past, monitoring visits were conducted by a team of educators including a state consultant, an individual from some other local migrant project, personnel from other divisions within the SEA and possibly outside consultants employed by the agency under contract to evaluate the migrant program. With the change in evaluation procedures and in keeping with the provisions of the

legislation and regulations, responsibilities for evaluating local projects has been shifted to the local project director. This makes it unnecessary to use a team of outside consultants in the evaluation process.

The more practical approach to local project evaluation seems to be to designate a state consultant to observe the activities which are carried out during the operation of a project. This will allow him to serve as a resource to the local project director in the improvement of the project. The local project director would then retain the responsibility delegated to him in the program regulations and would have the assistance and guidance of the State program consultant in meeting the evaluation requirements.

Such an arrangement would reduce the disruption of instructional activities caused by the intrusion of "visitors" and eliminate the conflicts which sometimes arise due to differing philosophies of different individuals visiting the same project.

2. *The operation of the mobile instructional program should be evaluated.*

The operation of two mobile instructional vocational programs would appear on the surface to be of questionable value. These programs have the lowest priority of any in the migrant program and provide instructional services to a limited number of migrant youth. A needs assessment should be the basis for operating any program, including this one. It is noted from the past year's operation that it is practically impossible to provide full-time employment for the instructors, that it is becoming more and more difficult to locate the mobile units in areas where there might be a need for this instruction and that in some cases it would appear that students with no real need for the instruction were enrolled in the course.

These factors taken into consideration along with the cost of maintaining the program is the basis for the recommendation that the entire program be evaluated in an effort to determine 1) if there is a real need for this type of instruction, 2) if the cost of the program based upon the per pupil contract time is reasonable, and 3) if the funds required to support this program might be better utilized in some other type of activity.

3. *Evaluate the feasibility of continuing the film lending service.*

The film lending service was begun several years ago when instructional films were not readily available in the local education agencies. At the present time this service has been consolidated and operates from the Northeastern Regional Education Center. Even though the operation is conducted from the regional education center the films are supplied on a request basis to schools throughout the state which have enrollments of migrant children.

The films which were purchased at the beginning of the program have seen considerable use. Some of them are in need of constant repair and even though one individual has the assigned responsibility for cleaning, repairing, booking, receiving and shipping the films it is not always possible to schedule an instructional film at a particular school during the period of time it is needed.

Since the recent Federal audit raised questions relating to the operations of the film distribution service, no new films have been purchased and it is not anticipated that additional films will be purchased in the future. Therefore, because of the deteriorating condition of films, the costs involved in operating the service including the payment of postage to and from the requesting school, and the uncertainty of being able to supply a film at the time that it is needed, it is recommended that thorough study be made of the film lending service to determine its feasibility.

4. *Evaluate the activities of the program support team.*

Several years have elapsed since the inception of the program support team concept. During this period of time the mobile facilities to house the team have been constructed and interviews with prospective team members have resulted in the employment of three specialists to serve on the team. For more than a year at least two members of this team have been involved in providing, in cooperation with a local education agency, specialized services to migrant children.

During the latter part of the 1975 program year, the third member of the support team assumed the duties of team leader. It now becomes his duty to provide supervision of the other team members, under the direction of the State Coordinator, and to evaluate the impact of the team's service on the needs of the migrant children.

Because of the difficulty which has been encountered in making the support team concept a reality and the lack of any real documentation as to its effectiveness as a resource to the local education agency in meeting the needs of the migrant children, it is recommended that a thorough study of program effectiveness and cost analysis be made in order to determine the future course of the program support team.

LEA PROGRAM MANAGEMENT

1. *Local projects should continue to place emphasis on the language arts instructional program.*

Analysis of test results in the regular school term projects indicate that the progress of migrant children in the language arts area is below the expected levels. This pattern of achievement lag has shown up in the testing programs for the past several years. The reading status of the migrant child may be at or near the expected norm at the beginning of his formal school career, but because of the lag in achievement over the years he falls farther and farther behind the expected norms until the time when he enters high school. By this time the gap between his actual achievement and expected achievement may be as much as 3.5 years.

Because of the importance in communication skills and the effect that communications have upon achievement in other curriculum fields, it is recommended that continued emphasis be placed on language arts in an attempt to reduce the gap between national norms and the achievement of the migrant child.

2. *Local projects should place greater emphasis upon the mathematics instructional program.*

Scores reported from the local projects indicate that the students made even less progress in mathematics in 1974-75 than in previous years. While this is an unjust comparison when student population and variations in testing instruments are considered, it does point to the fact that migrant children are achieving below the expected levels in the area of mathematics. It might be pointed out that even though the above comparison tends to show a decline in the rate of mathematics achievement, the gap between actual achievement and expected norms is not as great as the gap which exists in the area of reading.

One cannot be complacent because the scores in mathematics are not as low as in some other area. The fact remains that a gap does exist; therefore, it is recommended that local projects give more attention to assessing the mathematics needs of the migrant children and developing programs of instruction to reduce the identified deficiencies.

3. *Efforts should be made to recruit all eligible migrant children.*

An analysis of the age and grade placement of migrant children enrolled in the migrant education program indicates that much attention is being given to the enrollment of eligible children in the elementary schools. The number of secondary school children enrolled in the program is so much less by comparison that it seems to indicate that little effort is being made to locate and enroll these children.

Interstate and intrastate migrants and formerly migratory children, according to the definitions contained in the program regulations, should be recruited into the program regardless of their grade placement. Special attention needs to be given to recruitment of students in the upper grades and to the enrollment of students who are eligible under the formerly migratory definition.

Due to the smaller numbers of children in the program at the upper grade levels, it may not be economically feasible to offer a special supplementary program of instruction for them, but enrolling them in the project and reporting their academic progress through the Migrant Student Record Transfer System will assist schools in other school districts and other states in providing a measure of continuity to their educational programs when they leave the area.

Where programs of instruction can be offered to the children in the upper grades, and where testing programs can be applied, the larger number of test scores from this school level will provide a more accurate picture of the achievement levels of the secondary school students in the program.

Another very important reason for enrolling all eligible children is the fact that enrollment in the Migrant Student Record Transfer System provides the basis for program funding.

4. *Local project proposals should include objectives relating to each of the proposed areas of instructional and supporting services and to each relevant area of program management.*

Federal regulations and State guidelines for the operation of migrant education projects contain certain requirements which apply to all programs. In order to assure compliance with these legal mandates and administrative procedures, it is recommended that each local project application recognize these areas and include a project objective indicating how the requirement will be met.

In addition to the management objectives, specific performance objectives should be included in the project application for each instructional and supporting service proposed in the project. These objectives should specify 1) who is to be affected, 2) the expected change or gain, 3) the period of time over which the change or gain is to be accomplished, and 4) the instrument to be used to measure the attainment of the objective.

5. *Local education agencies should bring all possible educational resources to bear upon the educational needs of the migrant children.*

In years past some of the local projects have made concessions to be migrant parents and provided a degree of instruction to the migrant children in their homes. This type of instruction has required the teacher-tutor to travel from one home to another, thereby losing much valuable time which might have been devoted to more productive labors. The home setting was not always conducive to learning; teaching supplies, materials and equipment had to be transported to the nome-tutorial site, and were not always available when they were needed; and disruptions caused by dogs, flies, infants and curious neighbors made instruction ineffective.

A much more effective program of instruction could be carried out in a school setting where children are able to associate with their peers, where peer competition and cooperation can add to the learning process, where materials and equipment are easily accessible and where the teacher can spend more time with the children. Therefore, it is recommended that, except in very unusual circumstances, the home tutorial instruction be eliminated and that children be taught in a school setting insofar as possible.

In some cases this may involve providing food service and transportation. It may even result in a reduced number of children, but it is the strong belief of this evaluator that the overall gains in the basic educational subjects will be greater when the instruction is accomplished in a school setting.

SEA PROGRAM MANAGEMENT

1. *The State migrant office should sponsor a staff development effort to strengthen the local project personnel in the basic skills areas.*

The test scores reported from the local projects during the last program year indicates that migrant children are not achieving at the expected levels in

reading and mathematics. Since these weaknesses have been noted it seems reasonable for the state migrant office to support staff development workshops in these basic skill areas. In addition to a workshop in teaching reading, plans should be developed to provide necessary assistance to teachers in learning the metric system and how to teach it effectively. North Carolina is one of the states which is moving into an intensive study of the metric system and the mathematics consultants are involved in a statewide effort to "metricate" our system of weights and measures. This type of activity should be extended to the migrant project personnel so that the migrant children can take advantage of this phase of the curriculum.

2. *The State migrant office should improve and refine the reporting procedures associated with the Migrant Student Record Transfer System.*

Because of the constant changes which are being made in the Migrant Student Record Transfer System and the associated reporting requirements, it is almost impossible to maintain a local or state report of children enrolled in the system which is in total agreement with data from the national migrant data center. Changes in the definition of migrants, multiple enrollments, computer breakdowns and other technical problems each add their little bit to the mounting deviations between statistics maintained at the local and state levels and those supplied from the computer center in Little Rock.

Each student who is enrolled in the Migrant Student Record Transfer System forms a part of the base for the State's allocation of funds with which to support the migrant program activities. This makes it imperative that all eligible students be enrolled so that his period of residence within the state can be used in the formula for program allocations.

Every child who is enrolled in the record transfer system may not be enrolled in an instructional program. Therefore, a local staff will be concerned with the number of migrant children who are enrolled in special instructional activities while the migrant data center will report a different number of children enrolled in the project.

Because of the many faceted problems arising from the different reporting procedures, it is recommended that the State migrant office revise and refine the reporting forms and requirements in order to reduce or eliminate the discrepancies between the statistics maintained at the migrant data center and those maintained at the LEA and SEA levels.

3. *The State administrative guides and reporting forms should be revised.*

The Migrant Education Administrative Handbook has not been revised in more than a year. During this period of time many changes have occurred which make it necessary to update this publication. There has been a change in the definition of migratory children which allows the children of migratory fishermen to receive services under this program; new federal regulations have been proposed and are not in the process of adoption; application forms have been changed; MSRTS capabilities have been expanded; and some reported forms being used at the state and local levels are obsolete.

Therefore, it is recommended that attention be given to the revision of publications and reporting forms so that they will reflect the current policies, definitions and administrative procedures.

4. *The State migrant office should continue its active participation in the State Advisory Committee on Services to Migrants.*

The State Advisory Committee on Services to Migrants is composed of representatives from Federal and State governmental agencies which provide services to migrants and statewide private, non-profit agencies who have an interest in the welfare of migrant families. It is noted that through the cooperation and coordination of efforts, the State migrant education office has been able to solicit and obtain supporting services from other member agencies of the State advisory committee which otherwise would not have been available. It is also noted that the purpose of the committee is to provide a forum to facilitate the free flow of information among the agencies represented so that program coordination such as that referred to above may be carried out, and so that duplication of efforts are minimized while providing the maximum benefits to each program recipient.

During the past year one of the state consultants in migrant education served as chairman of the State advisory committee. Such active participation is commendable and should be continued in the future.

5. *The State migrant office should organize a state level parent advisory committee.*

The State Advisory Committee on Services to Migrants is composed of personnel from public and private agencies and organizations. It has no representation from parents of migrant children, and except on rare occasions does not have the migrant's point of view expressed at its meetings. In order to obtain input from the parents of migrant children into the planning of educational programs, it is recommended that the State migrant office organize a state wide parent advisory committee composed largely of parents of children who are enrolled in a local migrant education project. Recommendations of this committee should be considered in the development of objectives, setting of priorities, and other areas of program planning and evaluation which are relevant to the functioning of such a committee

6. *The State migrant office should encourage bilingual-bicultural programs for Spanish-speaking migrants enrolled in local migrant education projects.*

Employment of bilingual teachers, aides, and other staff members should be encouraged in those areas where Spanish-speaking migrants enroll in the migrant education program. The use of interpreters from the camp, staff development workshops devoted to Hispanic cultures, the use of Spanish text materials and supplementary instructional supplies using Spanish language are other ways which might be employed to encourage the local instructional staff to provide an educational program in the child's native tongue. Local staff development plans might include some emphasis on improving the instructional personnel's knowledge and understanding of Spanish.

TABLE XV

CALIFORNIA ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	12	0.7	1.2	0.5
2	21	1.3	2.5	1.2
3	47	1.9	2.7	0.8
4	42	2.6	3.3	0.7
5	45	3.4	3.8	0.4
6	34	3.7	4.2	0.5
7	32	4.3	4.8	0.5
8	33	4.4	5.0	0.6
9	22	4.5	5.6	1.1
10	27	6.4	6.8	0.4
11	9	7.4	6.9	-0.5
12	6	6.7	6.5	-0.2

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

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TABLE XVI

GATES - MacGINITIE: READING TEST
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	4	1.2	2.3	1.1
2	21	1.4	1.9	0.5
3	24	1.9	2.4	0.5
4	31	2.6	3.0	0.4
5	37	2.8	3.4	0.6
6	36	3.3	3.7	0.4
7	34	3.8	4.3	0.5
8	26	4.9	5.3	0.4
9	50	4.4	4.0	0.4

TABLE XVII

IOWA TEST OF BASIC SKILLS: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post test Mean	Difference
1	4	1.1	2.0	0.9
2	14	1.6	2.1	0.5
3	43	2.4	4.3	1.9
4	37	3.0	3.2	0.2
5	9	3.8	4.8	1.0
6	8	5.4	5.7	0.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XVIII

METROPOLITAN ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	10	1.1	1.4	0.3
2	16	1.9	2.4	0.5
3	40	2.3	2.7	0.4
4	31	2.2	3.0	0.8
5	36	3.4	3.8	0.4
6	17	3.4	4.3	0.9
7	18	4.4	5.1	0.7
8	14	5.1	5.6	0.5
9	12	5.2	5.7	0.5

TABLE XIX

DURRELL - SULLIVAN: LANGUAGE
Grade Equivalent Scores

Grade	Number Students	Pre-test Mean	Post-test Mean	Difference
1	4	1.1	1.5	0.4
2	2	2.1	3.6	1.5
5	4	3.9	5.2	1.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XX

STANFORD ACHIEVEMENT TEST: READING
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	6	0.3	1.9	1.6
2	16	1.4	2.5	1.1
3	20	2.6	3.3	0.7
4	15	3.0	3.7	0.7
5	28	3.4	4.4	1.0
6	26	4.9	5.4	0.5
7	20	4.9	5.6	0.7
8	25	4.9	6.2	1.3

TABLE XXI

SLOSSOM ORAL READING TEST
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	21	0.2	1.2	1.0
2	19	0.8	1.5	0.7
3	22	2.6	3.1	0.5
4	27	2.9	3.9	1.0
5	17	3.8	4.5	0.7
6	31	3.2	3.9	0.7
7	24	2.1	2.5	0.4
8	2	3.5	3.8	0.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXII

CALIFORNIA ACHIEVEMENT TEST: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	12	0.6	1.2	0.6
2	21	1.5	2.3	0.8
3	28	2.1	2.9	0.8
4	38	2.9	4.1	1.2
5	35	3.6	4.1	0.5
6	34	4.2	4.9	0.7
7	33	4.5	5.0	0.5
8	34	5.0	5.4	0.4
9	26	5.5	6.6	1.1
10	20	6.9	7.2	0.3
11	6	6.2	7.0	0.8

TABLE XXIII

IOWA TEST of BASIC SKILLS: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
2	13	1.6	1.8	0.2
3	33	2.5	2.9	0.4
4	28	3.4	3.7	0.3

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

TABLE XXIV

METROPOLITAN ACHIEVEMENT TEST: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
1	10	0.9	1.3	0.4
2	14	1.7	2.0	0.3
3	28	2.2	2.6	0.4
4	20	2.9	3.3	0.4
5	25	3.6	3.8	0.2
6	29	4.1	4.6	0.5
7	25	4.5	5.3	0.8
8	15	5.3	6.4	1.1
9	14	5.0	5.9	0.9

TABLE XXV

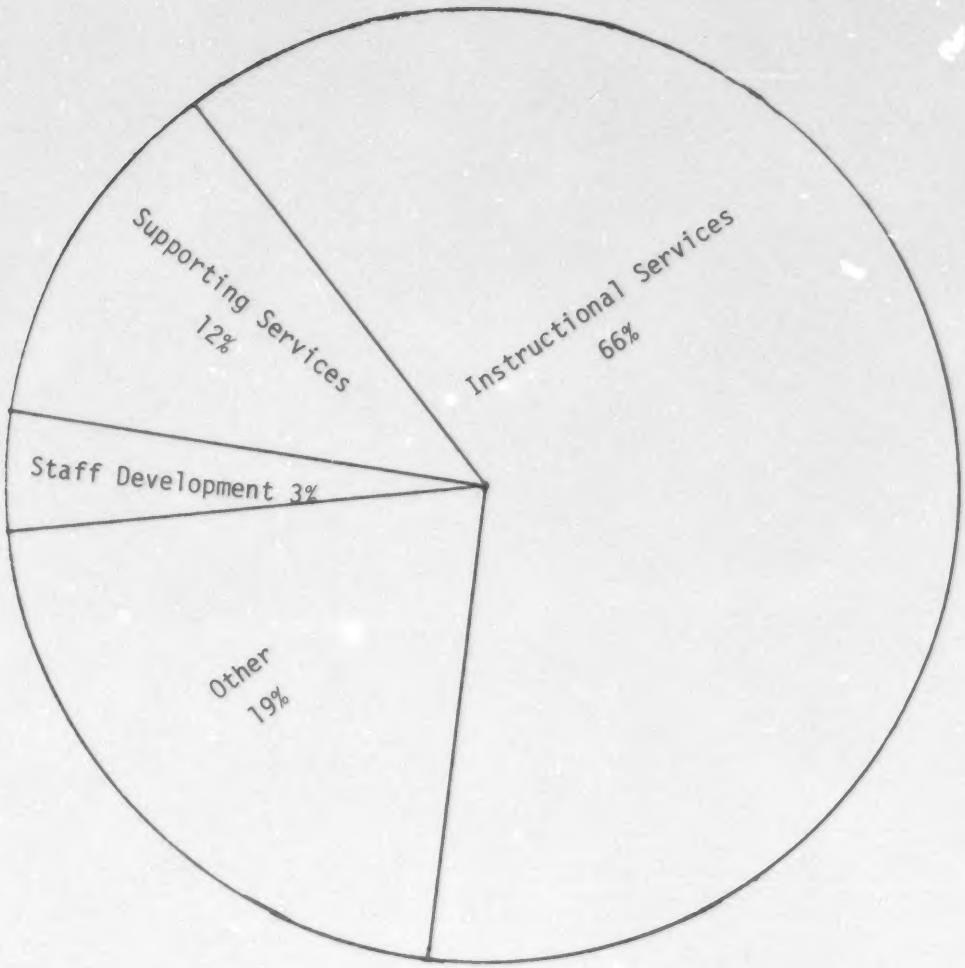
STANFORD ACHIEVEMENT TEST: MATHEMATICS
Grade Equivalent Scores

Grade	Number of Students	Pre-test Mean	Post-test Mean	Difference
3	5	1.8	2.2	0.4
4	6	1.9	3.2	1.3
5	9	2.7	4.1	1.4
6	9	4.2	4.5	0.3
7	8	4.0	5.5	1.5
8	8	4.3	5.5	1.2

These means were calculated from all available scores where the same student received an average of 7 months instruction between the pre and post-test.

FIGURE IX

NORTH CAROLINA MIGRANT EDUCATION EXPENDITURES - 1975



Total Expenditures - $2,350,000